

**Chabot-Las Positas Community College District
SABBATICAL LEAVE APPLICATIONS 2013-2014**

Ansell, Michael A.	LPC	S 2014t
Gioia, Jim	LPC	F 2013, S 2014
Hassan, Dov	Chabot	F 2013, S 2014
O'Herin, Maureen	LPC	F 2013, S 2014
Rosen-Simon, Zina	LPC	F 2013, S 2014
Tomlinson, Kimberly	LPC	F 2013, S 2014
Traugott, Jonathan C.	Chabot	F 2013, S 2014

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type) REVISED 10/18/12
Date of Application 9/12/12

A. Applicant's Name: Ansell, Michael A Address: [REDACTED]
(last) (first) (middle) (city) (state) (ZIP)

Division STEMPS Subject Area Chemistry/ENST
Home Phone [REDACTED] Office Phone 925-424-1399
(cell)

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?

Yes No If "yes," give date of approval _____

C. Period for which leave is requested (please list entire period—see note regarding split leaves on next page.)

Semester Spring Year 2014
Semester _____ Year _____

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes No If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature: Mike Ansell

Received and Reviewed by: Leah Elan

Sabbatical Leave Application for Michael Ansell for Spring 2014 (One Semester)

Submitted September 2012, Revised October 18, 2012

General Statement

The purpose of my sabbatical leave is to improve and update my ability to contribute to Las Positas College and the education of our students. I'm specifically interested the areas of Sustainability, Environmental Education, Chemistry and Chemistry Education. There is a great deal to be learned in how other colleges are handling these issues. I would like to spend some time understanding each of these areas better.

Specific Objectives

Objective 1: To visit other colleges and study how they have incorporated Sustainability and Education into their facilities and how they have educated the public. (34%) It is a specific requirement of the LEED Building standards (Leadership in Energy and Environmental Design) that education be a component of the buildings. I have volunteered to lead this effort for both the Mertes Center for the Arts (MCA) and the Science Expansion building. I have spent time working with a Visual Communications student designing signs for the MCA, designing a website, and speaking publicly and in classes about the "green" features of these buildings. Since this is a relatively new requirement for buildings across the country, I would like to see how other colleges have solved these problems. (34%)

Some specific questions I will ask include:

- 1) How have you educated members of the campus community on sustainability?
- 2) How have you gotten students involved in sustainability on campus?
- 3) How have you encouraged alternative forms of transportation (e.g. bikes, mass transit, carpooling) on your campus?
- 4) How have you reduced paper use on your campus?
- 5) How have you encouraged energy efficiency on your campus?
- 6) How have you reduced water consumption on campus?

Plan: I will visit the websites of 10 colleges and document how they have approached Sustainability and LEED education. I will contact 3 of the colleges and arrange site visits for further investigation. Butte College in Chico, the University of Oregon and Evergreen College in the state of Washington are all schools well known for their programs in green education, for example.

Documentation:

-I will keep an electronic journal of all I have observed at other colleges.

-I will develop a tour of the Las Positas College campus for our students and members of the community so that we can communicate progress in sustainable facilities and practices.

I have taken a similar tour of the CSU, Chico campus where the head of the Sustainability Department gave a campus tour of the features on campus such as building features, composting sites, new and efficient central power plants, and water-saving landscape features. Taxpayers have paid for these features and deserve to learn about their implementation.

-I will develop a video version of the tour that can be put online and shared with the Environmental Studies students and others.

Objective 2: To investigate new and “greener” chemistry labs to replace outdated laboratory exercises currently in use. (33%)

Chemistry lab experiments used to be extremely hazardous, toxic, expensive, and generate a great deal of toxic waste. I have worked for years to replace many of our labs with safer ones that generate less waste, use less toxic reagents, and generate less toxic products. Las Positas College spends on the order of \$20,000 per year disposing of waste from various laboratories. I believe that changing several more of the current labs can make a significant impact. All of our courses could use updating, but Chemistry 12A and B: Organic Chemistry is the area that has not been updated in several years and could have the greatest impact for our students and our budget.

Plan: I will research resources for green chemistry labs online and in print. One specific source is *Green Organic Chemistry: Strategies, Tools, and Laboratory Experiments*, by Kenneth Doxey and James Hutchison. I know both authors personally and would like to try out several of the labs at LPC and then incorporate them into our curriculum at LPC. Another source is GEMS, an online database focused on green chemistry for education.

Documentation: I will submit four green chemistry experiments that I have evaluated personally and attempted in the lab. I will write a summary of my evaluations and have the experiments ready to implement in the classroom after my sabbatical is complete.

Objective 3: I will update my knowledge of chemistry by attending lectures at Bay Area universities. 33%

Plan: I will attend at least 8 seminars (1-2 hours each) at local universities such as UC Berkeley and Stanford. Both have world class Chemistry Departments and lectures are open to the public. I'm interested in the latest developments in Chemistry, but have not had time to attend many lectures in the last several years.

Here are some examples from a single week seminars at UC Berkeley that I would have liked to attend:

1. Green Chemistry and Sustainable Design Seminar: Rational Design of Safer Chemicals: Case studies in Acute and Chronic Aquatic Toxicity Seminar: Special Seminar: Green Chemistry | October 15 | 4-5:30 p.m. | 180 Tan Hall Speaker: Professor Julie B. Zimmerman, Center for Green Chemistry & Green Engineering, Yale University
2. Inorganic Polynuclear Assemblies for Artificial Photosynthesis Seminar: Physical Chemistry | October 16 | 4-5 p.m. | Pitzer Auditorium, 120 Latimer Hall Speaker: Dr. Heinz Frei, Physical Biosciences Division, Lawrence Berkeley National Laboratory
3. Organic-based Magnets: New Chemistry and New Materials for this Millennium Seminar: Inorganic Chemistry | October 19 | 4-5 p.m. | Pitzer Auditorium, 120 Latimer Hall Speaker: Professor Joel S. Miller, Department of Chemistry, The University of Utah
4. Improving Cellulases for the Biofuels Revolution // Simultaneous Electronic and Ionic Conducting Block Copolymers for Lithium Battery Applications Seminar: Chem. & Biomol. Engineering Colloquium | October 24 | 4-6 p.m. | 180 Tan Hall Speakers: Craig Dana, Ph.D. Candidate with Prof. Doug Clark; Shrayesh Patel, Ph.D. Candidate with Prof. Nitash Balsara

Documentation: I will keep a journal of seminars that I have attended for submittal to the committee.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

REVISED 12/19/12

Date of Application

A. Applicant's Name:

Gioia Jim J.
(last) (first) (middle)

Address:

[Redacted Address]

(city) (state) (ZIP)

Division Student Services

Subject Area OSRS

Home Phone [Redacted]

Office Phone 925 424-1508

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?

Yes No If "yes," give date of approval _____

C. Period for which leave is requested (please list entire period—see note regarding split leaves on next page.)

Semester Fall Year 2013

Semester Spring Year 2014

Applicant's Signature:

[Handwritten Signature]

Received and Reviewed by:

[Handwritten Signature]
Signature of Dean [Redacted]

Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

Jim Gioia

Sabbatical Leave Application

Submitted: September 17, 2012; Revised: *December 19, 2012*

II. Purpose of Leave

The purpose of this request is to address two issues that confront student services:

1. The recent Student Success Act clearly mandates that colleges focus more effort on expediting the student's progress toward their academic/vocational goals. The recommendations call for more intensive planning and limitations on the number of times students may repeat classes. Accurate planning and student support are crucial for persistence toward completion. The development of a tool that will integrate these elements is key to meeting the mandate outlined in student success legislation. Currently no tool exists in student services.
2. The development and assessment of learning outcomes for students services has yet to reach the required level of proficiency expected at this point in time. Student services has struggled with the nature of learning outcomes as well as a methodology for assessment. The development of a student services portfolio will allow for the collection and assessment of SLO data.

During my sabbatical leave I intend to:

Research best practices in the use of e-portfolios, identify the technological/design elements and develop an adoption and implementation plan to present to Student Services.

The plan will serve as a blueprint for the establishment of a Student Services Portfolio that will enable Students Services to systematically promote the active engagement of students in planning and tracking their academic/vocational pathway. It will also provide student service programs a means for collecting and assessing its student learning outcomes. When implemented, the e-portfolio will provide a structure for student service response to the Student Success Act mandates as well as improve our ability to monitor and evaluate our programs. This is an integrated approach that will work for all programs within student services.

"E-Portfolios are a valuable learning and assessment tool. An e-portfolio is a digitized collection of artifacts including demonstrations, resources, and accomplishments that represent an individual, group or institution. The collection can be comprised of text-based, graphic or multimedia elements archived on a Web site or on other electronic media such as a CD-Rom or DVD." Lorenzo and Ittelson, *Educause*, 2005

- III. Specific Objectives and Methods for achieving Objectives.
The development of an e-portfolio system requires a systematic process. Each of the following objectives is essential to its proper design and implementation.

Objective 1: Research and synthesize existing best practices that focus on the development of portfolios designed to track the progression of students toward their goals. (30%)

Plan: This objective will be carried out in three stages:

1. Review the literature regarding the philosophy and practice of e-portfolio use as a tool in higher education. Such a review is extensive and I plan to review 15 articles. Examples include:

G. Greenberg, "The Digital Coverage: Extending the Portfolio Model," *EDUCAUSE Review*, vol. 39, no.4 (July/August 2004), pp. 28-36, <http://www.educause.edu/apps/er/erm04/erm0441.asp>.

K. B. Yancey, "Digitized Student Portfolios," in *Electronic Portfolios: Emerging Practices in Student, Faculty and Institutional Learning*, B.L. Cambridge, S. Kahn, D.P. Tompkins, and K.B. Yancey, eds (Washington D.C.: AAHE, 2001, pp. 15-30).

American Association for Higher Education (AAHE), "CO2 Electronic Portfolio Use: Learning Principle and Effects," 2003 *Synthesizer Reports for Communities of Practice, Role and Identity*, Community Leader Darren Cambridge.

H. Barrett, "Electronic Portfolios as Digital Stories of Deep Learning" (August 2004)
<http://electronicportfolios.org/digestory/epstory.html>.

S. Kahn, "Linking Learning Improvement and Accountability: An Introduction to Electronic Portfolios" in *Emerging Practices in Student, Faculty and Institutional Learning*, B.L. Cambridge et al., eds (Washington D.C.: AAHE, 2001, pp. 138-158).

Avenet, "Minnesota State College & Universities Systems Selects Avenet to Build Statewide Electronic Portfolio Project," Avenet press release (August 2001)

2. Internet search of colleges that currently use e-portfolios and identification of the individuals responsible for their development and implementation. I expect to identify 30 institutions. Preliminary research for this proposal has yielded the following names of potential

institutions to be surveyed. This list will be expanded as my research expands. It is my goal to survey at least eight institutions. They include, but are not limited to:

- a. University of Denver <https://portfolio.du.edu/pc/index>
- b. University of Nebraska, <https://coeportfolio.unomaha.edu/>
- c. Virginia Tech <http://eportfolio.vt.edu/>
- d. University of Minnesota <http://www.efoliominnesota.com/>
- e. Valencia Community College, Florida
<http://valenciacollege.edu/lifemap/stages>
- f. Salt Lake Community College
<http://www.slcc.edu/gened/eportfolio/>
- g. Bunker Hill Community College
<http://www.bhcc.mass.edu/search.php?q=portfolio>
- h. Middlesex County College
<http://eportfolio.middlesexcc.edu/control.cfm/ID/2942/>
- i. LaGuardia Community College
<http://eportfolio.lagcc.cuny.edu/>
- j. St Olaf's College <http://wp.stolaf.edu/cis/>

3. Selected institutions will be contacted and individuals interviewed to learn about the process they used to implement an e-portfolio system. Surveys will be sent out via email to identified institutions and individuals. An initial pool of at least 30 institutions will be selected. It is my goal to get 8 respondents. Questions will include but not limited to:

- a. Please describe the various considerations that went into your choice of an e-portfolio platform.
- b. What steps did you take to identify the appropriate design and functionalities of the system?
- c. What institutional challenges to implementation did you encounter?
- d. What support/resistance did you encounter from colleagues, staff and students?
- e. How was the e-portfolio system funded?
- f. Do you collect data related to utilization, success and user satisfaction of the e-portfolio system? If so, how is that data used to promote continual improvement.

In addition to the survey questions I will ask for follow-up interviews to be conducted via telephone and whenever possible, on site. Also I will be asking, whenever possible, for guest access to e-portfolio systems in order to have first-hand experience.

Documentation: The evidence gathered in this initial research will be included in a summary to support the direction taken in this project. The evidence will include:

1. Annotated bibliography of the literature review
2. List of names and institutions reviewed online
3. List of names and institutions contacted, including names of contact persons
4. Survey questions
5. Survey results
6. Summary of Interviews
7. Recommendations for the adoption of an e-portfolio system by Las Positas.

Objective 2: Determine how e-portfolios can be integrated into the district MIS structure and Las Positas Web presence. (15%)

Plan: In order to fully understand the parameters for integrating an e-portfolio system into the Chabot-Las Positas MIS system, CTO Jeannine Methe and her staff will be consulted to provide guidance and answers to the following questions:

- a. Is it in the college's best interest to purchase an existing software system?
- b. What are the pros and cons to using open source products that carry little or no cost but may be difficult to manage? Who should manage the system?
- c. Would the development of proprietary software allow for smoother integration into the college's system?
- d. Should the e-portfolio operate outside of MIS and reside independently on the website.

I anticipate that this will require an ongoing series of meetings, phone calls, and emails throughout the sabbatical year. As the research progresses, new lines of inquiry will emerge that will require more feedback from the MIS Staff. In addition I will be working with the Teaching and Learning Center as part of an implementation plan. I have already spoken with Scott Vigallon and he has indicated his full support for the project.

Documentation: Answers and suggestions provided by the MIS and TLC staff will be documented and reviewed for accuracy by the individuals providing them. Differences of thought and approach will be noted as well as the rationale used to resolve them. The summary of these discussions will be included as part of the documentation.

Objective 3: Identify possible funding sources for the purchase or development of the e-portfolio system. (15%)

Plan: Having researched the use of e-portfolios at other colleges and consulted with the district, a proposal will be developed identifying the best-considered direction. The proposal will include the estimated cost of the plan. Options for funding will be explored that include, but are not limited to:

- a. Las Positas College Foundation – Ted Kaye
- b. Grants – Vicki Shipman or other grant writers
- c. Las Positas College Planning and Budget Committee
- d. Foundation Center

Initial discussions have occurred with Dr. Kaye who has indicated support.

Documentation: Summary of funding options including a list of possible foundations and their application requirements. Also included will be a “feasibility rating” indicating the likelihood of funding. It is anticipated that several funding streams will be necessary.

Objective 4: Ensure that the e-portfolio will be an integrated tool providing students with consistent, efficient, non-duplicated services. At the same time providing individual student service programs with a means to assess their SLO’s. The programs included in this project are: Counseling, Transfer/Career, EOPS, CalWorks, DSPTS, International Students, Financial Aid and Tutorial Center. (15%)

Plan: Survey the Las Positas student service programs previously listed to determine program-specific elements to be included in the design. Program coordinators, faculty and staff will be surveyed via an electronic survey, with follow-up interviews to expand on survey data. Ongoing meetings with each program will be used to develop program-specific components. Survey, interviews and meetings will focus on the following questions:

- a. What essential components of your program would you like students to include in their e-portfolio?
- b. What current activities do you use to evaluate student outcomes?
- c. Are their specific functions you’d like to see included in an e-portfolio?
- d. Are there other programs you would like to partner with in the development and assessment of outcomes.
- e. How useful do you think it would be to use the e-portfolio as part of your interaction with students

Documentation: Answers by the individual programs will be documented and submitted, as well as used to determine the design and functionalities of the portfolio. This summary will be part of the overall e-portfolio plan

Objective 5: Develop a prototype e-portfolio based on the results of Objective 4. (25%)

Plan: Design and functional elements will be integrated to provide a mock-up of a potential student service e-portfolio. This mock-up will be used to demonstrate some of the functionality of the e-portfolio as well as a mechanism to get feedback from end users. To accomplish this I will:

- a. Consult with designers who can provide guidance in developing both the “look” and intuitive use of an electronic portfolio. No cost associated with this as friends and associates will be recruited for this effort.
- b. Use open source systems such as Elearnspace, E Portfolios California or Pathbrite (TBD) in order to provide users with a direct means to make changes as part of the feedback process. A system will be selected based on the ease of use.
- c. Provide student service programs with mock-ups. I plan to work individually with the student service programs listed in Objective 4 to solicit feedback. I will also be asking that they recruit at least five students from their programs to “test” the model.
- d. Conduct workshops at the Student Services Coordinator meetings to facilitate a division-wide discussion of the proposed portfolio.

Documentation: The mock up will be provided. Documentation will track the development of the proposed e-portfolio from the initial prototype to the final recommendation. This will include dates and times of individual and group meetings, meeting outcomes, design suggestions, student-user feedback.

CONCLUSION:

The overarching goal of my sabbatical leave is to provide student services with a mechanism that addresses two critical gaps in student services, both of which have serious implications for the college. The Student Success Act mandates that the college institute a system for monitoring the progress of students toward their goals. Failure to do so WILL impact funding. Secondly, WASC expects the college to be proficient in the use of student learning outcomes as a means of continuous improvement of its instructional, non-instructional and student service programs. We have not met that expectation. The e-portfolio is a tool that can be used by both students and student service programs to plan, track and evaluate progress toward the student’s goals.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

Date of Application 9-17-12

A. Applicant's Name:

Hassan, Dov A. (last) (first) (middle)

Address: [Redacted] (city) (state) (ZIP)

Division SOTA

Subject Area Theater

Home Phone [Redacted]

Office Phone 510-723-7473

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?

Yes [] No [x] If "yes," give date of approval

C. Period for which leave is requested (please list entire period—see note regarding split leaves on next page.)

Semester Fall Year 2013

Semester Spring Year 2014

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes [x] No [] If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature: See last page of Application

Received and Reviewed by: See last page of Application

Signature of Dean

[Handwritten Signature] 9-17-12
Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

APPLICATION FOR SABBATICAL LEAVE

Dov Hassan, Theater Arts Chabot College

II. Purpose of Leave

To increase my understanding of and connection to the world of professional acting in California. My approach to this will be through multiple means, including taking acting classes, pursuing acting work and meeting and interviewing people in the profession. Additionally I am interested in exploring how being a Theater Major in college has influenced people's lives after being in the workforce for several years.

My intention is that through this time I will:

- a. Increase my ability to help my students to connect with the professional world of acting.
- b. Potentially give me new ideas for the further creation of curriculum and projects within our program.
- c. Potentially build lasting collaborative connections with individuals and institutions in California who can be helpful to our Theater Arts students in finding a path beyond the AA degree we offer.
- d. Increase my understanding and facility as an actor.

III. Specific Objectives, Plan for Achieving these Objectives, and Documentation.

Objective 1: Living life as an actor. (50%)

Plan:

Being an actor is essentially equivalent to running a business, with the business manager and the product being the actor himself. Because of this, the time investment for an actor, beyond the actual job of acting, is considerable. Following is an outline of how I plan to spend time running my "business" while pursuing acting jobs:

- Take a weekly scene study class – possible teachers:
Terry McGovern (Terry McGovern is a well known actor, voiceover actor and teacher who has been living and working in the Bay Area for about 30 years. I have taken one workshop with him already. He teaches weekly scene study classes in his private studio in San Rafael.)
Richard Seyd (Richard Seyd is a well known and highly respected director and teacher who works in Los Angeles and San Francisco. I have had conversations with him about joining his weekly scene study class in San Francisco.)
The purpose of being involved in a scene study class is to a) hone acting skills, b) become connected to other actors working in the area, helping raise awareness of job opportunities and the general "lay of the land".
Time requirements for a scene study course involve 3 hours meeting once a week in class, meeting with scene study partners outside of class 2 – 4 hours a week, doing homework of memorization, text analysis, character development; 2 – 4 hours/week.
- Take courses in voice over technique at leading voice over school in San Francisco, VoicesOne.

- Prepare monologues for audition opportunities. This involves selecting material, memorizing the material, rehearsing over weeks, preferably receiving coaching. It is best to have 3 – 5 monologues prepared for auditions.
- Pursue agents and various connections for commercials, film and voice over work. This involves essentially developing and executing a marketing strategy, involving the creation of a website, postcards, headshots and resumes, and making continued and repeated efforts to get these items in to the hands of the right people.
- Attend auditions for theater productions, independent films and voice over jobs, as availability arises. This varies greatly depending on availability of and access to auditions. One audition for a television commercial can take a half a day. A voiceover audition done from home can take 1 to 2 hours.
- If cast, complete acting jobs. This varies enormously depending on the type of job. A large role in a play could require attending rehearsals for 3 or 4 weeks, 3 – 5 hours a day, then a month of performance with shows taking 3 – 4 hours of time, 3 to 6 days a week, depending on the theater company. A television or commercial shoot could take a day or weeks with very long days. A voice over job could take 15 minutes or many hours, depending on the nature of the job.

Documentation:

- I will submit headshots and resumes
- I will submit receipts AND letters from teachers as documentation of participation in classes
- I will keep a log of all auditions attended, with a brief description of what the project was and who I have auditioned for.
- If I get work that is recorded, such as film, commercial or voiceover, I will submit recorded copies of the project.
- If I get work that is for live theater I will submit a written summary of my experience and a copy of the program for the production.

Objective 2: Interviewing people in the profession about acting and getting work as an actor. (20%)

Plan:

Make contact with people holding varying positions and jobs in the performing arts in California and interview them about their jobs and their views on the current status and shape of the world of the performing arts. This will include interviewing actors, directors, writers, casting directors, etc. in the Bay Area and Los Angeles areas primarily. I plan to conduct 6-8 interviews of this nature.

Questions may include:

- What do you see as the stronger and weaker theater companies in your area?
- What is the best way for someone to pursue work and make connections in this area?
- How has social media impacted the ability of an actor to pursue work and what is its importance?

- Who would you consider to be the leaders in the area in your specific area of the business?

Documentation:

I will record the interviews and take notes. After the interview I will write a summation of the interview. I will submit the summation.

Objective 3: Interview people who started out as acting majors in college, but moved in to other, non-acting, areas in theater, film, television or commercials. (20%)

Plan:

Make contact with and interview people in a variety of jobs who started out with the intention of being actors, but found the study of Theater Arts in college was helpful in gaining them work in other aspects of the business. This could include people who are program directors for children's theater programs, agents, writers, etc. My intention is to get people's stories of how their career evolved over time. I plan to conduct 6-8 interviews of this nature.

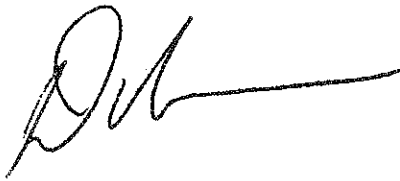
Documentation:

I will record the interviews and take notes. After the interview I will write a summation of the interview. I will submit the summation.

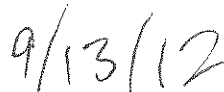
Objective 4: Write an overall summation. (10%)

Plan/Documentation:

This will be a response and report on what I learned collectively through participation as a working/struggling actor as well as through the many interviews I conduct. Included in the report will be reflections on how my experiences may have affected my thinking about the nature and shape of our Theater Department and what I might do to make changes either through pedagogy or curriculum.



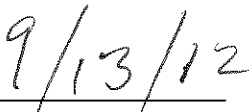
Dean's signature



Date



Dov Hassan



Date

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

Date of Application September 10, 2012

A. Applicant's Name:
O'Herin Maureen
(last) (first) (middle)

Address: _____

(city) (state) (ZIP)

Division ALSS

Subject Area English

Home Phone _____

Office Phone 925-424-1256

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?

Yes No If "yes," give date of approval Dec, 22, 2009

C. Period for which leave is requested (please list entire period—see note regarding split leaves on next page.)

Semester Fall Year 2013

Semester Spring Year 2014

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes No If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature:

Maureen O'Herin

Received and Reviewed by:

Maureen J.
Signature of Dean

Janice Noble 9/12/12
Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

Maureen O'Herin

Sabbatical Leave Application

II Purpose of Leave

The purpose of my leave is to research and gain first-hand experience in the most current pedagogy concerning the integration of Shakespearean studies into community college curricula and student/community life. By doing so, I hope to

- broaden my understanding of the current best practices in teaching and learning Shakespeare's plays and poetry,
- incorporate these practices into courses currently offered at Las Positas College,
- develop new curriculum based on my travel and research, and
- create the blueprint for a summer Shakespeare Institute, connecting courses taught at LPC to the Livermore Shakespeare Festival.

My sabbatical leave proposal is anchored in the idea that Shakespeare courses are not meant to be a silo of study, separate from other departments and available only to English majors. Shakespeare wrote the plays for the masses, peasants and nobility alike. No one had to take a prerequisite or enter a course of study in order to watch a play at the Globe Theater. In addition to asserting that the plays be available to all, I believe the plays are relevant to all learners, at all levels, in all disciplines: Shakespeare's plays have been performed and enacted in prisons, psychiatric hospitals, and grade schools; they are the reoccurring examples that Freud offered to support his theories of human behavior; Shakespeare's words were the ones that Bobby Kennedy chose to express his grief as he spoke to a crowd after his brother's assassination. Shakespeare clearly belongs to all of us. My proposal, supported by the LPC English Department and my Division Dean, reflects my commitment to creating a cross-disciplinary approach to Shakespeare studies that would connect and enrich the entire community at LPC, engaging students and igniting their interest in language, human behavior, history, and/or theater arts. My proposal also reflects my dedication to connect live performances and classroom study. The ideology of the Folgers Institute, workshops held at the Royal Shakespeare Company, and my experience teaching Shakespeare in the classroom reveal the same thing: the plays lose so much of their dynamic if they are not experienced in their original form -- live on the stage.

III. Specific Objectives, Plan for Achieving these Objectives, and Documentation

(15 %) **Objective 1:** To update and improve my ability to teach Shakespeare's plays and poetry and to share this pedagogy with other instructors at Las Positas College.

Plan:

I will attend the four-week "Institute on Teaching Shakespeare" offered by the Folger's Shakespeare Library. Folger Education provides a performance-based, language-centered approach, which has made the Institute a leader in Shakespeare education. This Institute will provide me with the newest and most effective pedagogy developed by teachers and for teachers. In addition, the Institute offers a vast library focused on classroom teaching techniques and proven lesson plans.

Documentation:

- I will submit all registration information, as well as a detailed account of the sessions attended and work completed at the Institute on Teaching Shakespeare.
- I will write a 4-5 page reflection regarding the information I gather and my experiences at the Institute. The reflection will focus on new pedagogy and best practices that I discover at the Institute, analyzing the ways that this information could be used to improve my teaching and might benefit the work of my colleagues at Las Positas. In addition, I will analyze and evaluate my experience at the Institute with an eye to the ways that I can apply the information to the new courses, linked classes, and Shakespeare Institute that I plan to develop for Las Positas College.

(15 %) **Objective 2:** To research up-to-date sources that focus on teaching and learning Shakespeare's work, specifically pedagogy relevant to non-English majors, and to share the information in these sources with other instructors at Las Positas College.

Plan:

Using the Folger's library, as well as reference lists provided by the Institute, I will read extensively about the newest strategies for teaching Shakespeare, especially focusing on best practices for engaging students of different cultural, ethnic, and socioeconomic backgrounds.

Documentation:

I will submit an annotated bibliography of my reading and research. The bibliography will contain approximately 20 entries. Each entry will include a one-paragraph to one-page summary of information from the source, as well as a detailed explanation concerning the way that the information can be used to

- improve teaching,
- devise a lesson plan, and/or
- create an assessment project.

This annotated bibliography will be made available on LPC's Reading and Writing (RAW) website as a reference for teachers.

(25%) **Objective 3:** To examine the curriculum and processes of community colleges that have established Shakespeare-focused learning communities, travel courses, summer institutes, and low-credit, non-transferable courses.

Plan:

- I will research and visit community colleges that have established learning communities focused on Shakespeare's works and/or have created on-going Shakespeare Institutes that involve a program of coordinated travel, production, and coursework.
- To acquire the most pertinent information from the colleges I visit, I will develop a single group of questions to ask each professor or dean I visit to discover the method and structure of their linked classes, travel class, and/or institute. I will also provide a survey of questions to determine how effective these programs have been for their students and communities. For example:
 - What are the costs to the college?
 - What is the enrollment?
 - Has the enrollment been consistent?
 - What is the retention/success rate of students in the course/program?
 - Is there evidence of student learning outcomes and/or student satisfaction concerning the course/program/institute?
 - How many faculty are participating in the program?
 - How many non-English faculty have been involved in the course/program/institute?

- Has the course/program/institute been dynamic, adjusting and improving based on assessment and evaluation?
- In addition, I will tour each facility and interview at least one of the students or instructors involved in the program. At each institution, I will compile course outlines of record, syllabi, assignments, and assessments pertaining to the Shakespeare courses/programs/institutes.
- I have made tentative arrangements to visit:
 - Solano Community College, Fairfield, CA
Solano College has offered a low-unit spring semester travel course to the Oregon Shakespeare Festival for over 20 years. According to my preliminary research, enrollment has been consistent and many students and community members have been introduced to Shakespeare for the first time through this course.
 - Modesto Junior College, Modesto, CA
MJC has a 17-Unit Certificate of Achievement in Shakespeare Studies attainable in one summer. In addition, its Shakespeare Institute supports Shakespeare Festival trips, a yearly “Shakespeare Summer in London” program, and a merit scholarship open to students enrolled in the program.
 - Vista College, Berkeley CA
Vista College coordinates with the California Shakespeare Festival, and has established a summer course that allows students to interact with performers and attend live Shakespeare plays.
 - Southern Oregon University, Ashland, OR
SOU has several linked classes, including courses that are linked with theatergoing at the Oregon Shakespeare Festival.
 - Sacramento City College, Sacramento, CA
SCC theater arts and English departments work closely with the Sacramento Theatre Company to connect classes to live performances.

Documentation:

- Travel receipts
- A one to five page summary, analysis, and evaluation for each course, program, or institute that I observe. Analysis and evaluation will focus on the course’s effectiveness and ability to serve as a model for LPC curriculum. Each evaluation will include a copy

of the questions asked and the answers I received when interviewing faculty and students, survey information, copies of the course syllabi, as well as examples of assignments and assessment.

(10%) **Objective 4:** To draft course outlines, following guidelines from the LPC Curriculum Committee, for three new Shakespeare courses.

Plan:

Using the information from college visits and the information and experience I receive at the Folgers Institute on Teaching Shakespeare (see Objective 1), I will create curriculum for these three new courses at LPC:

1. An interdisciplinary linked-study course. This course would link English 20 (Studies in Shakespeare) with a history, humanities, theater arts, philosophy and/or English course.
2. A low-unit, non-transferable Appreciation of Shakespeare course, which would be open to all students without prerequisite.
3. A travel study course: An introduction to Shakespeare's plays and Elizabethan theatre through the study of several live productions at a select Shakespeare Festival (for example, the California Shakespeare Festival in Orinda, the Santa Cruz Shakespeare Festival, the Oregon Shakespearean Festival, etc.)

Documentation:

Drafts of Course Outlines of Record for each of these courses.

(35%) **Objective 5:** To create a prospectus, detailing institutional commitment, resources, and curriculum for a summer Shakespeare Studies Institute. This program would connect summer productions at the Livermore Shakespeare Festival with interdisciplinary courses at Las Positas College, focused on enriching the student's appreciation of the plays.

Plan:

- Create a list of possible Institute models, based on my research and travel, detailing the ways that courses at LPC could be coordinated with Shakespeare productions at the Livermore Shakespeare Festival.
- Meet with Lisa Tromovitch, current managing director at the Livermore Shakespeare Festival at Concannon Vineyard. Discuss models and elicit feedback concerning best models and viability of a continuing summer study institute.

- Meet with representatives from the history, theatre arts, music, art, sociology, humanities, and psychology departments at LPC to discuss summer institute models and whether these departments would be interested in offering summer classes correlated to the Shakespeare plays offered by the Livermore Festival, and focused on Elizabethan/Renaissance history, theatre, music and art, or contemporary issues connected with the plays.
- Meet with Administration at LPC. Provide information from previous discussions with the Livermore Shakespeare Festival, LPC faculty, as well as example models for Institutes. Discuss the logistics (including costs, curriculum expectations, faculty, and facilities) of a summer Shakespeare Institute at LPC.

Documentation:

- Detailed list and explanation of possible Institute models, based on earlier research and travel to community colleges supporting Shakespeare Institutes.
- List of interview questions and responses from Lisa Tromovitch, director of the Livermore Shakespeare Festival.
- List of interview questions and responses from LPC faculty concerning interdisciplinary classes for the Institute.
- List of interview questions and responses from meeting with Administration at LPC.
- 20+ page prospectus, which would serve as a blueprint for establishing a Summer Shakespeare Institute at LPC. The prospectus would detail:
 - Need and rationale for Summer Shakespeare Institute
 - Step-by-step plan for development of an Institute at LPC
 - Planned curriculum, course load, and requirements for earning a certificate of completion
 - Projected costs
 - Resources needed
 - Expected enrollment
 - Recruitment plan

Conclusion:

I believe that the work I propose for my sabbatical will lay the foundation for an interdisciplinary, community-focused study of Shakespeare at LPC, one that will enrich our students, our faculty, and our Tri-Valley Community.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

REVISED 12/10/12

Date of Application 8/30/2012

A. Applicant's Name:

Rosen-Simon Zina Lynne
(last) (first) (middle)

Address:

(city) (state) (ZIP)

Division BSBA

Subject Area Early Childhood Development

Home Phone

Office Phone (925) 424-1178

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?

Yes No If "yes," give date of approval

C. Period for which leave is requested (please list entire period—see note regarding split leaves on next page.)

Semester Fall Year 2013

Semester Spring Year 2014

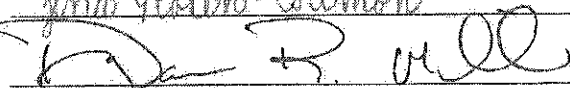
D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes No If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature:



Received and Reviewed by:



Signature of Dean

Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

Sabbatical Application

II. Purpose of Leave

1. Update and improve my ability to teach Early Childhood Development (ECD) coursework.

During my sabbatical leave I plan to expand my breadth and depth of knowledge through taking classes, and attending trainings. The coursework and workshops will provide new content within the field of early childhood development and teaching. I will also read articles, books, and preview videos related to the field. The intention of this objective is to integrate new information, research and approaches into coursework.

I will spend 4 weeks in Australia visiting centers, talking with colleagues and attending a class or workshop. Australia is renown for their innovative child-centered early childhood educational programs. I welcome the opportunity to garner new information that will be useful in broadening and reinforcing coursework and the development of application skills.

In addition, Early Childhood Development Centers (within the United States) will be visited to broaden knowledge of environmental, philosophical, and interactive attributes that contribute to developmental growth and positive relationships among children, families, co-workers and community.

2. Initiate research on Early Childhood Apprenticeship Programs at other colleges

The results would determine the potential educational and fiscal benefits, of an ECD Apprenticeship Program, to the LPC Early Childhood Department and college.

The benefits to the college would be:

- Enhanced teaching abilities by expanding knowledge through updated research, resources, and information.
- The ability to bring cultural perspectives, knowledge and application of child-centered practice to coursework and the laboratory components of our teaching.
- The creation of an Apprenticeship Program would have educational and financial benefits for our Early Childhood Development Program.

III. Specific Objectives:

1. Create educational material for coursework (60%)
2. Produce visual and written documentation and describe the environmental, philosophical, and interpersonal interactions that are conducive for development and learning. (30%)
3. Develop an ECD Apprenticeship Program (10%)

For the purpose of updating my ability to teach Early Childhood Development coursework I will do the following:

Objective/Specific Outcome 1: Create Educational Material for Coursework (60%)

Plan: After attending classes, workshops, viewing videos, and reading I will sort the information and resources pertinent to the varying ECD courses within our discipline. A notebook will be created as a resource for myself and the other instructors, teaching those specific classes. A format will be established so that the material can be used to acquire topical information, and supportive resources.

A summarized page/pamphlet will be provided for each class to identify key information and resources related to the class.

1. I will audit a minimum of one college course related to Early Childhood Development and Teaching. (3 units minimum)
2. I will attend a minimum of four workshops/trainings on subject matter related to Early Childhood Development and Teaching. They will be primarily full and half day workshops. I will attend trainings for a minimum of 20 hours in total.
3. I will read a minimum of 4 books on Early Childhood subject matter
4. I will read a minimum of 20 articles on Early Childhood subject matter
5. I will visit or contact a minimum of 5 schools to acquire information on the audio-visual selections that they use to enrich their early childhood coursework
6. I will preview a minimum of 25 videos on Early Childhood subject matter
7. I will create pamphlets for a minimum of four courses that will provide information, research, and sources that could be utilized by an instructor teaching the course.

Based on the research that is conducted I will sort the sources into the coursework for which they would be the most appropriate. In the pamphlets I will bullet point key information contained within the sources and state a couple ways that the source could potentially be utilized to enrich the course.

Documentation:

1. I will submit a resource notebook that provides information, research, and sources that could be utilized by ECD instructors. A summary sheet/pamphlet will be compiled for 4 courses to identify key information and resources related to the class.
2. I will submit course syllabi and handouts from the course and workshops attended.
3. I will submit a letter from the instructor including my record of attendance and dated class notes.
4. I will submit a short summary and/or conclusion of the coursework and workshops attended.
5. I will submit a list of, a minimum of 20 audio-visual selections, from the colleges visited and identify the coursework in which they would be best used.
6. I will submit an annotated bibliography for the articles and books read, along with the videos previewed.

Objective/Specific Outcome 2: Produce visual and written documentation depicting the environmental, philosophical, and interpersonal interactions that are conducive for development and learning. (30%)

Plan: A minimum of seven Child Development Centers will be visited (3 in Australia and 4 in the United States). Photographs, observations and interviews will take place at each center. Journaling will also take place to reflect the consistencies and inconsistencies with my present thoughts and knowledge, and to determine what can be learned and integrated into teaching. A scrapbook will be created that ties the photographs, interviews and reflection in a way that informs intentional child appropriate teaching practice.

Documentation:

1. A portfolio will be created that includes the following:
 - a. A minimum of 3 observations, 12 photographs, 6 reflections and 3 interviews will be included from the Child Development Centers visited in Australia. (The interviewees may include a director/supervisor, teacher, or parent/family member)
 - b. A minimum of 4 observations, 16 photographs, and 4 interviews, and 8 reflections, will be included from the schools visited in the United States.

Potential Interview Questions at the School Sites

These may vary slightly dependent on location and the philosophy of the school.

1. What gives you pride in the work that you do?
2. What is the philosophy of your school?
3. In what ways are you similar to the Reggio schools in Italy? (This is the primary question that may vary dependent on their philosophy)
4. How do cultural values influence your program?
5. In what ways can children represent their thinking in your program?
6. How is artistic expression and creativity encouraged within the classroom?
7. What is taken into consideration when creating the physical environment of the classroom and school?
8. What role does nature play in your curriculum?
9. What is the teacher's role or responsibility?
10. What are the primary objectives that you strive for children to achieve in your school?
11. How do you see your program as being inclusive?
12. What opportunities are available to the children? Please describe the curriculum from the child's view.
13. What qualities, education, and background do you look for when hiring a teacher? What else is important to you?
14. What opportunities are available for staff training and collaboration among staff members?
15. What is the class size? (The number of children in each age group)
16. What is the teacher-child ratio?
17. How are families involved in the program?
18. Is the local community involved in the program? If so how?
19. Could you share with me the costs of the program?
20. What are the revenue sources that sustain the program?
21. If you could change anything about the school what would it be and why?
22. What additional information would you want me to know about your program?

Family Questions might include the following:

1. What were you looking for in your selection of a school for your child?
2. Why did you choose this school for your child?
3. Do you participate in the school? (If so in what ways?)
4. In what ways does the school communicate with you?
5. What goals do you hope your child will accomplish at the school?
6. What does your child enjoy most about the school?
7. What are you most pleased about regarding the school?
8. If you were the school's spokesperson sharing the best qualities about the school what would you say?
9. If you could change anything about the school what would it be and why?
10. What additional information would you want me to know regarding the program meeting your child and family needs?

2. I will highlight within each of the 12 reflective journal entries, the practical application for coursework.
3. I will identify photographs, and possibly videos taken at the Child Development Center, that could be used in coursework and state how and where they may be applicable.

Objective/Specific Outcome 3: Develop an ECD Internship Program (10%)

Plan: Research information and processes for developing an ECD Internship Program at LPC. If found through research to be fiscally and programmatically feasible, initiate dialogue with appropriate administration to set the foundation for getting approval.

I will interview and acquire information from two colleges regarding the particulars of their Internship Program. The two colleges that I will begin with include Mira Costa College and Los Medanos College who have developed apprenticeship programs. Inquiries will be made at one additional college (once identified) regarding their ECD Internship Program.

Questions to ask during the campus visit include but are not limited to:

1. Does your college provide an Early Childhood Internship or Apprenticeship Program? (This is to get additional programs to interview)
2. How would you describe the details of your program?
3. Are there varying levels of interns/apprentices at your program?
4. If so, how are the varying levels defined?
5. Are there educational and experience requirements and if so what are they?
6. Could I please have a copy of the descriptive information that is available regarding the program?
7. What educational opportunities are provided for the students at each of the levels?
8. What competencies, and/or knowledge expectations are sought for each apprenticeship level?
9. Who is responsible for educating and supervising the interns?
10. What are the responsibilities or requirements of the interns?
11. How many interns do you have for each semester?
12. How are they selected?
13. How are the interns divided among the classrooms?
14. What are their roles within the classroom?
15. What do you pay the interns at the varying levels?
16. What are the pros and cons of having an internship program?
17. What else would be important to know if a school was going to create an Internship/Apprenticeship program?

Additional planning step:

I will work with Administration, including the Child Development/Center Director, department, and appropriate college staff, to see if the program is programmatically and fiscally advantageous.

Documentation

1. A summary of the research garnered from the programs will be stated in a handout.
2. A list of information gathered from administration, staff, and department will be written.
3. Materials will be created to articulate the mission statement, objectives, and selection process.

Concluding Comments:

The sabbatical proposal benefits Las Positas College in the following ways:

1. The resource materials created will enhance instruction through providing current information, research, and teaching possibilities. The supplemental materials will help new teachers and support others who are seeking additional resources.
2. The documentation collected from site visits will be a catalyst for discussions among staff and students. It will show the essential components in a high quality child centered program.
3. The internship/apprenticeship program will provide on the job training to enhance the student's educational experience. The students of varying educational levels (12units and 24 units) will supplement the class ratio in a cost effective manner.

The sabbatical will provide a multitude of possibilities for personal and professional growth. The courses that I teach will be positively affected by the acquired knowledge obtained through coursework and carrying out the project objectives. I feel confident that the program and institution will benefit from the outcome of the sabbatical.

Sampling of Possible Books, Articles, Videos, Workshops and Classes

Books

- Brooker, L. and Woodhead, M. eds. (2008). *Developing Positive Identities: Diversity and Young Children*. New York, NY: Open University.
- Honig, A.S. (2008). *Little Kids, Big Worries: Stress-Busting Tips for Early Childhood Classrooms*.
- Kozol, J. ed. (2012). *Fire in the Ashes: Twenty-Five Years Among the Poorest Children in America*. New York, NY: Crown.
- Levine, M. ed. (2008). *The Price of Privilege*. New York, NY: HarperCollins.
- Perry, B. & Szalavitz, M. eds., (2011). *Born to Love: Why Empathy is Essential – and Endangered*. New York, NY: HarperCollins.
- Stacey, S. (2011). *The Unscripted Classroom: Emergent Curriculum in Action*. St. Paul, MN: Redleaf Press.
- Sullivan, K. (2011). *The Anti-Bullying Handbook*. Los Angeles, CA: SAGE

Articles

- Brown, G.L., Neff, C. & Mangelsdorf, S.C. (2012), Father Involvement, Paternal Sensitivity, and Father-Child Attachment Security in the First 3 Years. *Journal of Family Psychology*. 26, 421-430.
- Cowie, H., (2001). Peer Support as an Intervention to Counteract School Bullying: Listen to the Children. *Children & Society*.
- Merle Froschl and Barbara Sprung (2008). Let's Work It Out: Helping Young Children Address Teasing and Bullying. *Childcare Exchange*. 12-14.
- Nielsen, H.B. & Rudmen, M. (2007). Fun in Gender - Youth and Sexuality, Class and Generation. *NORA: Nordic Journal of Women's Studies*
- Osberg, D. & Beista, G. (2008). The Emergent Curriculum: Navigating a Complex Course between Unguided Learning and Planned Enculturation. *Journal of Curriculum Studies*, 40, 313-328.
- Shannon, J.D., Cabrera, N.J., Tamis-LeMonda, C. & Lamb, M.E. (2009). Who Stays and Who Leaves? Father Accessibility Across Children's First 5 Years. *Parenting: Science & Practice*, 9,78-100
- Wahl, K. & Metzner, C. (2012). Parental Influences on the Prevalence and Development of Child Aggressiveness. *Journal of Child & Family Studies*. 21, 344-355.

Audio-Visuals

- Barbaro, A. & Earp, J., *Consuming Kids: The Commercialization of Childhood* (2008)
- Bissonnett, S., *Sexy Inc.* (2009)
- Halula, W., *The Brain: Developing Memory in Developing Brains, Birth to Five Years* (2010)
- Hugget, P. & Parker, G., *From Conception to Birth* (2007)
- Music, G., *Nurturing Natures: Attachment and Children's Emotional, Sociocultural, and Brain Development* (2011)

TEDTalks (video)

Gopnik, A., *What Do Babies Think?* (2011)

Murphy, A.P., *What We Learn Before We're Born* (2011)

Zimbardo, P. *The Demise of Guys* (2011)

Courses

Brain, Mind, Behavior (Las Positas College)

Cognitive Development in Early Childhood Education Sociocultural Contexts (San Francisco State University)

Ethical and Moral Considerations in Educational Leadership (Mills College)

The Impact of Privilege and Oppression in Early Childhood Educational Settings (Pacific Oaks)

Multilingual and Multicultural Educational Strategies (Pacific Oaks)

Research Best Practices and Teaching for Equity and Justice (Pacific Oaks)

Conferences

"Landscapes of Wonder: Environments as Places of Research", (2013 – Biennial Conference), Ipswich, Australia

"Teachers as Researchers: Researching Through Dialogue Documentation and Community", Berkeley, CA

"Make a Difference Motivate, Educate, Advocate", (California Association for the Education of Young Children – Southern California location changes each year

"Leadership Throughout the Early Childhood Profession: Research, Policy, and Practice", The National Institute for Early Childhood Profession Development

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

REVISED 10-22-12

Date of Application Aug. 28, 2012

A. Applicant's Name: Tomlinson, Kimberly
(last) (first) (middle)

Address: [REDACTED]
(city) (state) (ZIP)

Division Std. Svc.

Subject Area Calworks

Home Phone [REDACTED]

Office Phone 925 424-1485

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?

Yes No If "yes," give date of approval _____

C. Period for which leave is requested (please list entire period—see note regarding split leaves on next page.)

Semester Fall Year 2013

Semester Spring Year 2014

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes No If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature: Kimberly Tomlinson

Received and Reviewed by: [Signature]
Signature of Dean/VPS

Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

October 22, 2012

Dear Sabbatical Leave Committee,

I have submitted two possible alternatives for my sabbatical leave proposal. Because of personal circumstances, I am not able at this time to specifically select one option over the other. I anticipate that I will be able to inform the Sabbatical Leave Committee which option I will select by February 1, 2012.

My current inclination is to select Option 1, but I need to wait to make that decision until certain circumstances resolve.

Thank you for your consideration and I appreciate the Sabbatical Leave Committee's willingness to work with me around both options.

Thank you,
Kimberly Tomlinson

Tomlinson
10-22-12

Sabbatical Leave Option 1

II. Purpose of Leave

During my leave, I plan to take counseling and psychology courses that would enable me to obtain the necessary units for an FSA in Counseling and eventually the completion of my Masters in Psychology.

The purpose of my leave would be to:

1. Obtain at least 12 graduate units towards a Masters Degree in Psychology.

The benefits to Las Positas College would be the capacity to provide more academic and personal counseling services for CalWORKs students thus supporting increased success and retention among students.

III. Specific Objectives

Objective 1: To obtain at least 12 graduate units in the psychology/counseling discipline. 100% of time.

Plan: To enroll in the Sonoma State Masters in Psychology program beginning Fall 2013. I will complete with passing grade at least 12 units of graduate courses in the field of psychology. Possible courses include: Theories of Depth Psychology, Methods and Applications of Depth Psychology, Cross-Cultural Mythology and Symbolism, Research Methods, Seminar in Interpersonal Processes ect.

Documentation: I will submit a transcript of completed courses.

Sabbatical Leave Option 2

II. Purpose of Leave

During my leave I intend to take courses in the expressive arts and counseling field to work toward the requirements for an FSA in Counseling. Expressive Arts is the use of the creative arts as a form of therapy. Unlike traditional art expression, the process of creation is emphasized rather than the final product. Expressive arts therapy is predicated on the assumption that people can heal through the use of imagination and the various forms of creative expression.

Tomlinson
10-22-12

Additionally, I would create a series of workshops/modules that would demonstrate how to utilize expressive arts in the classroom and as a tool in student services to foster and support student success.

The benefit to the college would be an increased capacity to utilizing counseling skills in my work with students and eventually the capacity to provide academic and personal counseling. Additionally, using the expressive arts individually, in small groups and in the classroom allows students direct access to their own creative expression and personal growth.

The purpose of my leave would be to:

1. Obtain 9 graduate units in the 18 unit Expressive Arts Graduate Certificate program. 75% of time.
2. Create 3 workshops/modules to demonstrate how to use expressive arts to increase student self awareness and personal growth. 25% of time.

Objective 1: To take courses in expressive arts and counseling.

Plan: I plan to begin the Expressive Arts for Healing and Social Change Graduate Certificate program from Sophia University. Courses would include some of the following: Client-Centered Expressive Arts for Counseling, Group Dynamics and Facilitation 1, Group Dynamics and Facilitation 2, Expressive Arts and the Wisdom of the Body, Expressive Arts for Social Change ect. I will complete all courses with a passing grade.

Documentation: I will submit transcripts of completed coursework.

Objective 2: Create a series of 3 workshops or modules to demonstrate how to use the Expressive Arts in Instruction and Counseling for self awareness, personal growth and career exploration.

Plan: I will select an expressive arts technique, such as the creation of Mandalas, and create a series of three workshops that would demonstrate how to use this particular technique in a variety of instructional settings. For example, using the mandala as a tool for self awareness in the classroom environment or demonstrating how to use the mandala in a small group setting to assist students in exploring their educational and career goals. Another option could be the creation of mandalas to facilitate social action or social justice.

Documentation: I will submit the 3 workshops created to utilize expressive arts techniques. This will include outlines or power point presentations of the information presented for each workshop, class handouts and any other necessary workshop information such as images, samples, required art materials etc.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

REVISED

11-1-12

Date of Application

Sept 15 2012

A. Applicant's Name:

Traugott Jonathan C.
(last) (first) (middle)

Address:

(city) (state) (ZIP)

Division Math and Science

Subject Area Computer Science

Home Phone

Office Phone

723-7679

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?

Yes

No

If "yes," give date of approval

C. Period for which leave is requested (please list entire period—see note regarding split leaves on next page.)

Semester Fall

Year 2013

Semester Spring

Year 2014

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes

No

If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature:

Jonathan Traugott

RECEIVED

SEP 17 2012

Received and Reviewed by:

[Signature of Dean]

Signature of Dean

Dr. George A. Railey, Jr.
Vice President

[Signature of Vice-President Academic Services]

Signature of Vice-President Academic Services

9-17-12

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

APPLICATION FOR SABBATICAL LEAVE

II. Purpose of Leave

The purpose of my leave will be to complete five graduate-level courses in Mathematics at California State University East Bay (CSUEB). This will amount to 20 quarter units, which is equivalent to 13.33 semester units. The courses will fulfill requirements for the M.S. program in Mathematics in which I am currently enrolled.

At Chabot, my primary discipline is Computer Science but I currently teach part of my load in Mathematics. My previous degrees did not provide high-level coursework in Math, so the set of courses I'm comfortable teaching is somewhat limited. The coursework at CSUEB will give me the ability to teach a broader range of courses and will, I believe, improve the overall quality of my instruction.

III. Specific Objectives, Plan for Achieving these Objectives and Documentation.

Objective 1: To complete five graduate-level courses in Mathematics at CSUEB during the period of September 2013 through June of 2014. This will total 20 quarter units, which is the equivalent of 13.33 semester units of coursework. (100%)

Plan: I will enroll in five 4-unit courses during fall, winter and spring quarters of academic year 2013-2014. I will enroll in at least one course during each of the three quarters. The courses will all be graduate-level courses in Mathematics and I will complete each course with a passing grade.

Documentation:

- a) I will submit a transcript establishing that I completed the coursework during the quarters specified and that I obtained a passing grade in each course.

