Kathy O'Connor, President,  
and Representatives, Academic Senate

Listed below are the recommendations of the Sabbatical Leave Committee for sabbatical leaves for the 1997-98 academic year.

The Committee received eleven one-year sabbatical leave applications and proposals. During the review process, the Committee, in consultation with the deans, determined that both minor and major changes were called for in all the proposals. Once proposal changes were made by the applicants, the Committee agreed that all proposals meet the criteria for approval established in the Sabbatical Leave Policies. The total number of approved applications exceeds both the limit of nine established in the 5% rule and the total sabbatical leave budget; therefore the Committee used the ranking system that was approved by the Senate. Eight proposals—one fewer than the 5% rule maximum—are hereby recommended for approval. Three proposals, which the Committee has deemed qualified, are recommended as alternates. See the attached abstracts for project descriptions from all applicants.

RECOMMENDED FOR SABBATICAL LEAVES (shown ranked):

<table>
<thead>
<tr>
<th>Name:</th>
<th>Department:</th>
<th>Sabbatical Period:</th>
<th>Repl:</th>
<th>Sabbatical Cost:</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medina-Garcia, Yolanda</td>
<td>Childrens Cent.</td>
<td>Fall 1997</td>
<td>Spring 1998</td>
<td>Hourly</td>
<td>$17,131</td>
</tr>
<tr>
<td>Armstrong, Richard</td>
<td>Bio-Sciences</td>
<td>Fall 1997</td>
<td>Spring 1998</td>
<td>Hourly</td>
<td>$8,592</td>
</tr>
<tr>
<td>Moreno, Elida</td>
<td>Essential Skills</td>
<td>Fall 1997</td>
<td>Spring 1998</td>
<td>Hourly</td>
<td>$8,330</td>
</tr>
<tr>
<td>Wilkinson, Ann</td>
<td>English</td>
<td>Fall 1997</td>
<td>Spring 1998</td>
<td>Hourly</td>
<td>$8,448</td>
</tr>
<tr>
<td>Castillo, Dina</td>
<td>Spanish</td>
<td>Fall 1997</td>
<td>Spring 1998</td>
<td>Hourly</td>
<td>$11,251</td>
</tr>
<tr>
<td>Peterson, Michele</td>
<td>Essential Skills</td>
<td>Fall 1997</td>
<td>Spring 1998</td>
<td>Hourly</td>
<td>$10,443</td>
</tr>
<tr>
<td>Durán, Georgia</td>
<td>Communication</td>
<td>Fall 1997</td>
<td>Spring 1998</td>
<td>Hourly</td>
<td>$11,634</td>
</tr>
<tr>
<td>Welby, Laura</td>
<td>Drafting/CAD</td>
<td>Fall 1997</td>
<td>Spring 1998</td>
<td>Hourly</td>
<td>$10,378</td>
</tr>
</tbody>
</table>

Sabbatical Leaves Replacement Salary Total Cost $86,207
1996-97 Sabbatical Leave Budget $91,527
Amount under-budget <($5,320>

RECOMMENDED AS ALTERNATES (shown ranked):

<table>
<thead>
<tr>
<th>Name:</th>
<th>Department:</th>
<th>Sabbatical Period:</th>
<th>Repl:</th>
<th>Sabbatical Cost:</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mooney, Chris</td>
<td>History</td>
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<td>Spring 1998</td>
<td>Hourly</td>
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</tr>
<tr>
<td>Federman, George</td>
<td>CIS</td>
<td>Fall 1997</td>
<td>Spring 1998</td>
<td>Hourly</td>
<td>$9,635</td>
</tr>
<tr>
<td>Morlan, Nina</td>
<td>Art</td>
<td>Fall 1997</td>
<td>Spring 1998</td>
<td>Hourly</td>
<td>$11,634</td>
</tr>
</tbody>
</table>

These recommendations conform to District Policy and to the policies and procedures of the Sabbatical Leave Handbook.

For the Committee,

James E. Stevens, Chair  
Sabbatical Leave Committee

attachments: applicant abstracts & summaries of proposed outcomes
cc: Sabbatical Leave Committee
ABSTRACT

Name: Yolanda Medina-Garcia

Project Title: Master’s Degree: Early Childhood Education, Department of Educational Psychology and Counseling California State University at Northridge

Term of Proposed Leave: One year, Fall ’97 and Spring ’98

The proposed leave will allow me the privilege of attaining a masters degree in a timely fashion. I will complete 16 semester units toward my master’s degree in Early Childhood Education, Department of Educational Psychology and Counseling at California State University at Northridge. Advanced education will increase my instructional skills and ability to facilitate the learning of others; E.C.E. students, SBCC student parents, staff and colleagues. The second part of the project includes the accumulation of research, internship in exemplary programs, and visits to ECE programs where emphasis is placed on parent involvement. This will assist in the development of a manual for use by the SBCC Children’s Center staff to improve the parent / teacher partnership component at the Children’s Center.

This particular master’s program is complementary to the educational background of the children’s center staff, to my previous education at Cal Poly San Luis Obispo and most economically feasible.

The curriculum and program objectives in the masters program correlate with the Santa Barbara City College Mission Statement and the Santa Barbara City College Children’s Center Goals; parent education, community college instruction in Child Development/ECE, leadership, and integrating knowledge of early childhood development in educational software. See appendix A.

This project will allow me the opportunity to increase my knowledge and expertise in working with a diverse population of children, students, and parents. My field work will be in a program where I will gain varied experience in working with the staff where the emphasis is on a parent and teacher partnership. This is directly related to a guiding principle in the mission statement; It is important that all people learn about cultural heritages and how to work together to create a better society.

The SBCC Children’s Center will benefit by my increased understanding of issues and community resources relating to families currently being served at SBCC. Another guiding principle in the SBCC mission statement is reflective of this goal; As a community college, Santa Barbara City College must be responsive to the needs of the community it serves.
Summary of Proposed Outcomes

Name: Yolanda Medina-Garcia

Project Title: Master's Degree: Early Childhood Education, Department of Educational Psychology and Counseling, California State University at Northridge

Term of Proposed Leave: One year, Fall '97 and Spring '98

1. **Completion of 16 semester units toward master's degree**

2. **Development of a Parent and Teacher Partnership Manual**
   Manual will assist the children's center staff on how best to incorporate parents into the preschool setting. It will also increase the quality of the current Parent and Teacher Partnership.

3. **Extension of my knowledge of Early Childhood Education - theory, practice and consequently my teaching effectiveness**

4. **Increased leadership and administrative skills**

5. **Increased knowledge and expertise in working with a diverse population of children, students, parents and colleagues**
Sabbatical Leave Proposal Abstract for Fall 1997 - Spring 1998
Richard Armstrong - Professor, Biological Sciences Department

Abstract

Biology 102 CD-ROMs and Internet Multimedia

A. Needs Assessment - This is a proposal to prepare materials for the purpose of increasing the efficiency and effectiveness of instructional delivery for Biology 102 Animal Biology, through multimedia presentation on the Internet. This project responds to the current emphasis on re-engineering for efficiency at SBCC. The college must move toward substantially improving instruction by integrating modern tools into teaching methods. At the same time, there is considerable interest in more cost-effective means of offering courses. The Biological Sciences Department is quite active in multimedia and Internet development. The department expects to increase the diversity of its offerings, while improving student access and student success. The department will have a Computer Assisted Learning lab by 1999. Software and courseware must be developed for use in this new facility.

B. Satisfaction of Needs - The World Wide Web and CD-ROMs are seen as inevitable features of the future of education, making more courses available to a wider audience, with reduced long-term costs. It has been shown that learning is improved when a course is reworked for electronic presentation. Part of the benefit comes from the scrutiny necessary to develop new materials and reorganize the offering. The rest of the benefit seems to come from the increased flexibility and interactivity of the electronic media. Students in Biology 102 will experience improvement in their efficiency of learning, and SBCC will realize savings in time and resources while becoming a leader in the future of education.

C. Results - Interactive notes and color images will be delivered via the Internet and CD-ROM, to supplement lectures. The Biology Department is already accumulating color images on its website. See the "Image of the Week" for a demonstration of the quality which is available. This course is not suitable for presentation without a hands-on lab, but pre-lab preparation on the Internet will greatly enhance the productivity of time spent in the lab. Also, reviews of animals and structures in preparation for laboratory practical exams can be carried out at the convenience of the student. Here, again a CD-ROM will be produced with video and graphic elements. The improved course will be offered in the Fall of 1998. It will be the first of many to be adapted by the Biological Sciences Department for multimedia and the Internet.
Summary of Proposed Outcomes

Biology 102 CD-ROMs and Internet Multimedia

Biology 102 Animal Biology (for Biology Majors) has 3 hours of lecture per week and 2 three-hour laboratories per week. Specific outcomes of the proposed project are listed below. Each subject will benefit from improved, expanded materials. Student preparation will increase dramatically with the opportunity to access materials quickly and easily.

Lecture - A CD-ROM will be combined with interactive Internet presentations in each of the following subject areas:

1. Introduction
   - Characteristics of Living Organisms
   - Zoology as Science

2. Comparative Anatomy and Physiology of Animals
   - Systems
   - Development
   - Body Plans
   - Support, Protection, and Movement
   - Homeostasis
   - Immunity
   - Digestion
   - Metabolism
   - Circulation
   - Ventilation
   - Nervous System
   - Endocrine System

3. Evolution and the Origin of Life

4. Animal Diversity
   - Systematics
   - Protozoa
   - Porifera
   - Cnidaria
   - Platyhelminthes
   - Pseudococelomates
   - Mollusca
   - Annelida
   - Arthropoda - Chelicerata
   - Arthropoda - Crustacea
   - Arthropoda - Uniramia
   - Lesser Protostomes
   - Echinodermata
   - Lesser Deuterostomes
   - Chordata
   - Vertebrate Evolution
   - Fishes
   - Amphibians
   - Reptiles
   - Endothermy
   - Birds
   - Mammals

5. Ecology and the Environment
   - Biosphere
   - Biomes
   - Aquatic Ecology
   - Community Ecology
   - Population Ecology
   - Humans and the Animal Environment

Laboratory - A CD-ROM will combine with interactive Internet pre-labs and reviews for each of these laboratory exercises:

- Fetal Pig Anatomy
- Fetal Pig Anatomy Review
- Cardiovascular Lab
- Ventilation Lab
- Lake Los Carneros Field Trip
- Systematics
- Introduction to Animal Diversity
- Protozoa
- Porifera
- Cnidaria
- Platyhelminthes, Nematoda, Rotifera
- Mollusca
- Annelida
- Chelicerata

These outcomes will specifically contribute to meeting the goals of improving instruction and integrating computer technology, while increasing efficiency and reducing costs in the long run. The instructor and the Biology Department are eager to begin work on the goal of increasing the variety of courses offered to a wider audience than formerly possible.
ABSTRACT

The increasing numbers of students with low literacy skills entering post-secondary institutions is a nation-wide phenomenon. Santa Barbara City College is no exception. As a result, SBCC is challenged to maintain high scholastic standards while still providing access to and assisting faculty in the education of a population who has extremely diverse skills levels. The Essential Skills Department (ES) has been greatly impacted by this population of students. As an example, ES now offers 13-15 more sections annually compared to three years ago, and the increase has occurred primarily at the Eng. 70/80 level. Of the 45 sections offered in ES in Fall, 1996, 36 are classes of Eng 70/80. More significant, the range of skills levels within one class is extreme.

I am applying for a one-year sabbatical leave. My project addresses the issue of providing more options for students whose skills levels necessitate additional practice to master skills taught in Eng 70/80 than the time that can be allowed in the parameters of a class. I intend to accomplish this goal by:

1. surveying ES faculty who teach Eng 70/80 to ascertain the areas of need which can be addressed through instructional support;
2. researching the modules/materials in the Learning Support Services (LSS) to learn what is offered;
3. visiting campuses that have excelled in their innovative use of software, modules, and materials in developmental education (pre-collegiate courses in reading, writing, and math).
4. making recommendations--based on my findings from my research of the LSS and from the faculty survey--for the revision of existing modules/materials and/or for the acquisition of new ones and for the integration of these modules/materials to Eng 70/80.
5. Finally, I will develop an interactive, multi-media module--Reading and Summarizing Short Stories--which covers skills taught in Eng 70 and which will also give students writing practice. This module can serve as a prototype for use by other instructors in other classes which require the reading of narratives--ESL, Eng 60, Eng 103, and Eng 110.

The need for this project is demonstrated by:
1. The growing number of students placing into ES, particularly into Eng 70/80
2. The extreme diversity in skills levels of Eng 70/80 students
3. The findings and recommendations reported by a Study Group headed by Vice-President Jack Freidlander on Student Preparedness in June, 1996.
SUMMARY OF PROPOSED OUTCOMES

1. **Building an information loop:** a) **The Survey of Eng 70/80 faculty:** Knowing what faculty perceive to be the areas of students' needs will help educate and guide the LSS staff in its decisions regarding instructional support for developmental students. Articulation between instruction and instructional support is imperative; the faculty survey is one method. b) **Inventory of LSS modules/materials relating to Eng70/80:** Before change can occur, it is critical to learn first what is; what exists. An analysis of any material requires knowing first-hand its content, scope and sequence, assessment/placement procedures, and the instructional objectives, a necessary step in learning a material's strengths and shortcomings. ES faculty as a whole has not utilized the LSS modules/materials for a number of years, so the inventory will educate faculty regarding the LSS's holdings. ES faculty are trained "experts" in reading instruction; conversely, the faculty can educate the LSS staff regarding what is essential to meet the instructional needs of developmental students.

2. **Recommendations for (a) revision of existing modules/materials:** The LSS's holdings, as they exist, may not address fully the areas of need identified by the ES faculty. However, with changes--deletions and/or additions--the modules/materials may be used to reinforce classroom instruction and/or to provide the additional practice some students need to master the skills required in a class. One of the major reasons the ES department abandoned the wholesale use of the modules/materials is that they were not related to what was being taught in the class; succinctly, the modules/materials did not support instruction. (b) **the acquisition of new modules/materials:** In some cases, the modules/materials in the LSS cannot be revised to make them usable by Eng 70/80 faculty; therefore, new ones must be acquired/developed. Moreover, the types of modules/materials ES faculty identify as being needed may not be included in the LSS inventory. Again, the articulation between ES faculty and the LSS staff can generate a "needs materials list" with possibly a prioritization of materials and a long-range plan for acquisition. (c) **the integration of LSS modules/materials to Eng 70/80:** ES faculty, knowing what is available in the LSS through the inventory and the acquisition of new and/or revised modules/materials, may be the vehicle for ES faculty to re-establish ties with LSS for instructional support.

3. **Future Projects:** The analysis of the survey and the research of the LSS holdings can lead to the development of modules/materials by other faculty for developmental students.

4. **New module:** The LSS holdings will gain an interactive, multimedia module which focuses on an area of instruction for Eng 70/80 and which can serve as a prototype for use by other faculty in other classes and disciplines.
ABSTRACT

Development of Interdisciplinary English 111 Curriculum: American Nature Writers

I am applying for a one-year sabbatical leave, 1997-1998. During this year I will work on a project which will lead to a rationally planned English 111 curriculum that may form a part of a three-class interdisciplinary offering.

Our present experience with participating in the Interdisciplinary Program shows that much advance planning and thoughtfulness are needed to offer a program that students will be interested in which all segments can work seamlessly together.

A curriculum based on American Nature Writers could be taught in conjunction with courses in Philosophy, Environmental Science, Biology, History, Art, Ethnic Studies, and perhaps others. It would be multicultural in perspective, as attitudes towards nature are a key index to understanding of cultural beliefs.

The project involves the following:

1. A deep immersion in the literature of American Nature Writers (see appended list for materials new or as yet little known), a study requiring many months of research and reading.

2. Compiling an annotated bibliography of writers in this genre, some of whom are not yet well known, that will be useful to members of the English Department and others interested in presenting this subject. This bibliography would be of use, for example, to our American Literature instructors as well as to our composition instructors who may use some limited portion of it as a basis for student research. Others in the college may similarly use these materials as corollary readings in environmental science, history, art history, or other courses.

3. Designing the curriculum for an English 111 class which integrates literature, composition, critical thinking, and research based on explorations of the American understanding of nature.

4. Collecting visual materials that may be used to illustrate the various perspectives which American Nature Writers represent, including some which illustrate culturally based perspectives.
SUMMARY OF PROPOSED OUTCOMES

1. The first outcome will be a defined curriculum ready to be implemented in an interdisciplinary offering, a linked course program, or in a special English 111 offering.

2. A second outcome will be the production of useful materials, such as an annotated bibliography and visual supplements, parts of which can be used in many classes throughout the English Department and elsewhere on campus.

3. A third outcome will be the acquisition of a body of knowledge that can be a resource for others in my field and in related fields.

4. A fourth outcome will be the enhancement for the benefit of the department of our understanding of cultural and multicultural perspectives on this important body of material.

5. A fifth outcome will be the modelling of a process by which we can customize English 111 for special subjects or special needs while still maintaining the necessary components of Literature, Composition, and Critical Thinking.

6. A sixth outcome will be the inclusion of research projects employing the Internet.
ABSTRACT

Name: Dina G. Castillo
Project Title: Professional Growth and The Revitalization of Mexican and Chicano Literature at SBCC
Terms of Proposed Leave: 1997-98 Academic Year

I propose to carry out a three-step project that will benefit the Spanish program as well as the Chicano Studies component of the Ethnic Studies Department.

Needs project attempts to satisfy:

1. Professional growth
2. Revitalization of curriculum in both departments
3. Availability of resource and teaching material on Mexican and Chicano Literature

How project will satisfy those needs and the results that will be achieved:

1. I will complete the dissertation to fulfill all requirements for the PhD degree in Hispanic Literatures and Languages. This endeavor will study Mexican and Chicano novels that focus on the United States-Mexico border experience. Researching and writing on this topic will keep me abreast of the developments in two fields of study: Chicano and Mexican Literature. The task involves analyzing works published in either Spanish or English, but the dissertation will be written in Spanish.

2. Once the dissertation is completed, I will have the expertise required to accomplish the following tasks: a) Select and prepare directed readings in Spanish on border culture and Mexican Lit. to update the advanced grammar sessions (Span. 150 & 160), conversation classes (Span. 120, 130 & 140), the Latin-American Culture course (Span. 135), and the Spanish for Native Speakers class (Span. 145). b) Update class content and course description of the two literature classes I teach in Chicano Studies: Intro. to Chicano Lit. (Chic. St. 113) and Intro. to Mexican Lit. (Ch. St. 115). c) Explore the possibility of creating a new course on the U.S.-Mexico border experience. This would present an excellent opportunity to design it as a "Learning Community."

3. I will provide colleagues with ready-made teaching tools and reference guides on Chicano and Mexican literature such as an annotated bibliography, a catalogue of Internet servers, and lists of pertinent films/videos. This material will also assist the library and the LRC to augment their holdings.
Summary of Proposed Outcomes

Name: Dina G. Castillo

Project Title: Professional Growth and The Revitalization of Mexican and Chicano Literature at SBCC

Terms of Proposed Leave: 1997-98 Academic Year

The project I am proposing for the academic year, 1997-98, entails the following outcomes and benefits:

1. I will complete all requirements for the PhD degree in Hispanic Literatures and Languages by researching, writing and submitting a dissertation on the development of the United States-Mexico Border Novel to the Spanish and Portuguese Department at UCSB. This task will keep me abreast of the recent developments in two disciplines: Mexican Literature and Chicano Literature.

2. I will revise the course content for the advanced Spanish classes to include directed readings, fiction and non-fiction, on the border experience and related issues. This goal complies with the Spanish Department Redesign Project objectives of revising and upgrading the more advanced course offerings. Students in Spanish 135, 145, 150, 160 and in our conversation classes (Span. 120, 130 & 140) will have access to a body of literature that is current and relevant. The cultural aspect of learning a new language will be greatly enhanced. The new material will also be accessible to all faculty teaching Spanish.

3. I will assess the class content and revise the course description of Chicano Studies 113 (Intro. to Chicano Lit.) and Chicano Studies 115 (Intro. to Mexican Lit.). Necessary changes will be made to comply with Department plans. The changes will reflect updated readings and include new authors. A revision of these two courses is greatly needed as they have not been modified since their inception.

4. I will explore the possibility of creating a new course directly related to my dissertation topic: The U.S.-Mexico Border Experience. Though interdisciplinary in nature, the course could be offered in Chicano Studies, thus augmenting its class offerings. The course would also be a perfect candidate for a "Learning Community."

5. I will produce and compile resource and teaching material for colleagues in both departments. Such material will consist of the following: a) an annotated bibliography of key texts studied; b) a catalogue of Internet servers on Chicano, Mexican and Border Literature and; c) lists of films/videos on the border experience. The benefit to faculty, library staff, and LRC personnel is evident.
Abstract

Name: Michele Peterson

Project title: Using Computer Technology to Increase Reading Comprehension

Term of proposed leave: One year

A. The need my project attempts to satisfy:

Responses to the Faculty Survey on Levels of Student Preparedness for their Courses, coupled with the observations of members of the Student Preparedness Study Group, indicate that a substantial percentage of SBCC students enter their courses lacking the basic literacy skills needed to succeed. Included in the list of basic literacy skills compiled by the Study Group is reading skills. Responses to the Faculty Survey indicate that 11-30% of surveyed faculty members believe 69% of their students do not have the ability to comprehend "required course readings or homework" and over 30% of faculty believe that 17% of their students lack the ability to do so. (pp. 4-5) It is clear from these statistics that a resource for remedying students' comprehension deficits, one that could be used by faculty and students in all disciplines, is needed.

B. How my project will satisfy those needs:

My project will provide a modular computer-based reading comprehension skills instructional program which faculty in all disciplines may use as a template for their courses and students may use to learn the skills they need to understand their course readings. As well as teaching students to recognize the structure and thereby understand the content of what they read, modules will provide practice of each comprehension skill taught. Because the skills are sequenced and build upon each other, students will ultimately practice all of them together. Having learned to apply a variety of skills individually and in combination to multicultural and multidisciplinary materials, students will be prepared to transfer these skills to their course readings. Having done so, they will be prepared to think and write critically about course readings.

C. My project will achieve the following results:

1. Development and implementation of the following interactive computer-based instructional and practice modules, available to students at the LRC: marking transitions, marking parallel structure, marking sequences, highlighting structure, outlining, determining paragraph topics, and determining main ideas (paragraph and essay).

2. A prescriptive resource for faculty whose students need remediation in comprehension.

3. An inservice workshop for faculty interested in viewing the program and using it as a template for their classes.

4. A training session for LSS staff, including tutors.

5. Documentation, including instructions for use by faculty and students, available on the academic server and in each student computer lab.
Summary of Proposed Outcomes

**Name:** Michele Peterson

**Project title:** Using Computer Technology to Increase Reading Comprehension

**Term of proposed leave:** One year

The first outcome of my sabbatical will be a set of stand-alone instructional and practice modules utilizing computer technology (Hypercard-Hypergasp), designed to increase reading comprehension. The modules will utilize interactive methods to teach and provide practice in basic comprehension skills: 1) marking transitions, 2) marking parallel structure, 3) marking sequences, 4) highlighting structure, 5) outlining, 6) determining paragraph topics, and 7) determining main ideas (paragraph and essay).

Each skill will constitute a separate module, and each module will provide both instruction and practice of the skill learned. In addition, skills will be sequenced so that each new skill may be practiced in conjunction with the skill or skills which precede it. The final practice module (determining main ideas) will require users to apply all the reading skills they have acquired. Students using the materials will be able to get instant feedback on their progress. The reading skills will be taught in the context of current periodical articles with multicultural and multidisciplinary interest. Instructors in all disciplines may 1) refer students who need work in reading comprehension skills to these materials for instruction and practice, 2) have their students manually apply the skills to course materials, 3) enter a sample course reading to which the skills have been applied into a bank of readings submitted by professors across the disciplines, so that students may use them as models, or 4) use the program as a template for their own course materials so that students may use the computer to practice the skills they learn on those materials.

2. The second outcome will be a workshop at fall or spring faculty inservice 1998-9 to introduce the materials, as well as to explain the benefits of having students use them. At the workshop I will ask interested faculty to submit a small section of a reading for one of their courses, so I can apply the strategies to it and enter it into a data base of sample readings to be appended to the program.

2. A third outcome will be a training session in which I introduce the materials to LSS staff and tutors.
SAVBATICAL LEAVE PROPOSAL

Abstract

NAME Georgia Durán

PROJECT A theoretical, cultural and pragmatic study of new communication technologies

TITLE

TERM OF PROPOSED LEAVE Academic Year: Fall 1997 and Spring 1998

What follows is a 2 page discussion of the project needs, methods and results.

NEEDS:
1. Due to developments in communication technologies (such as the Internet, digital imaging, cd-rom, teleconferencing, etc.) there is a need for me, my department and the college to increase understanding of a) the new technologies themselves b) how these technologies impact educational norms and student learning, and c) how information about these technologies can be integrated into relevant courses, so that we can make informed decisions regarding new communication technologies.

2. Due to the courses I teach, in particular the Mass Communication and Society, Intercultural Communication, and Introduction to Communication courses, there is a need to increase my literacy in the new communication technologies so that I can present information about these technologies, and their impact on society to students in my communication classes. Lecture topics include: theories of effects of new communication technologies, how digital imaging is creating new norms of truth in news media, censorship and the Internet; and new educational norms developed as a result of technology.

3. There is a need to better comprehend how the new technologies impact society and cultural norms in order to inform students of the impact new technologies are having on human communication research and theories.

METHODS: I will meet the needs of this project by:
1. Completing an internship with Denver Public School District under the Education Technology Specialist in order to increase my comprehension of how the new communication technologies impact student learning, and to better understand how to productively infuse the technologies into the curriculum. Some of the projects I will observe or directly work on include a foreign language class that will be taught using distance learning, and integration of content from the world wide web into classroom content. In addition, I will read instructor technology plans, and interview teachers who have effectively integrated new technologies into their teaching curriculum.

2. Completing a second internship with Bozell Advertising under the direction of the Electronic Media Producer in order to gain hands-on experience using the new communication technologies, and to observe the use of the technologies in a commercial setting. Some of the areas I will observe or directly work on include obtaining new clients, determining which form of media is best for the client, digital editing, and how new communication technologies compete with traditional media.

3. Completing a third internship with Information Highway, a company which is developing new communication technology products (such as audio-on-demand) for both educational and commercial purposes. Some of the areas I will observe or directly work on will be creating target audiences, strategies to alter audience norms, and creating a positive public image of audio-on-demand.

4. Developing lectures which use the technologies such as presentation software or world wide web resources as models. For example, if I am discussing cultural representation on the Internet I will provide concrete examples for students, or if I am lecturing on digital imaging and its impact on truthful new coverage I will provide examples of altered images.

5. Developing cooperative learning activities which will assist students in learning the impact of the new communication technologies on human life.

6. Making material available to colleagues in my department.

7. Being available to share the information I learn, campus-wide, in the form of meetings, discussions, lectures, etc. in department meetings, department in-services, or faculty workshops. For example, I will share lectures I develop with colleagues in the communication department, or I will be willing to present a lecture for the Faculty Resource Center on the impact of new communication technologies on social norms. In addition, if desired, I will meet with the Dean and/or Vice President of Academic Affairs to discuss what I learn about new communication technologies and educational norms.

Georgia Durán  Sabbatical Leave Proposal
RESULTS:
1. Notes will be developed for class lectures and discussions.
2. Cooperative learning activities will be developed to ensure student comprehension and application of the material.
3. Course assignments will be developed which will allow students to directly analyze the new communication technologies and how they will impact society and cultural norms.
4. I will become a departmental and campus resource for faculty interested in how new communication technologies impact social and cultural norms. This will differ from other resources on campus as my expertise will not be in teaching technical skills or maintenance of technology, but discussing the impact of the technologies on communication norms.
5. I will gain clearer comprehension of how human communication has changed due to new communication technologies which have emerged since I formally studied communication in graduate school.
Summary of Proposed Outcomes

NAME        Georgia Durán

PROJECT     A theoretical, cultural and pragmatic study of new communication technologies

TITLE       

TERM OF PROPOSED LEAVE    Academic Year: Fall 1997 and Spring 1998

OUTCOMES:
1. Notes for class lectures and discussions on new media technologies such as the world-wide web, digital photography, digital film production, etc. will be developed. Specific courses are: Mass Communication and Society, Intercultural Communication, and Introduction to Human Communication.
   BENEFIT to SBCC: Increase in the knowledge and expertise of the instructor, so that students can learn concrete and updated information about new communication technologies. Meets the SBCC 1996 College Plan Goals and Objectives. Learning and Instruction Goals this meets: #1, #4 and #5.

2. Course assignments which allow students to directly analyze the new communication technologies, and how they will impact society will be developed. Specific courses are: Mass Communication and Society, Intercultural Communication, and Introduction to Human Communication.
   BENEFIT to SBCC: This outcome benefits the reason SBCC exists: STUDENTS. This outcome will provide an opportunity for students to learn about new communication technologies and critically analyze how the new communication technologies impact their lives.
   Meets the SBCC 1996 College Plan Goals and Objectives. Learning and Instruction Goals this meets: #2 and #4.

3. I will disseminate information I learn by presenting a workshop for my department. Three topics I will cover are: a) sharing course information, and b) discussing how communication education is being altered by new communication technologies, and c) alternative methods of instruction allowed by new communication technologies.
   BENEFIT to SBCC: Other faculty members at SBCC will increase their understanding of the new communication technologies and their impact on education and society. Some of my colleagues will utilize information I present in their own courses which will again benefit STUDENTS. Meets the SBCC 1996 College Plan Goals and Objectives. Institutional Support Goal this meets: #1.

4. I will present a workshop for the Faculty Resource Center, and the District Technology Council (of which I am a member) to disseminate information I have learned. The key difference between these established groups and my project is that I will explore this from a communication perspective which is concerned with the impact of the new technologies on social and cultural norms, rather than proficiency and maintenance of new communication technologies.
   BENEFIT to SBCC: Support of my single project will allow large numbers of my colleagues to benefit from what I have learned, and from my analysis of new communication technologies on education and society. Meets the SBCC 1996 College Plan Goals and Objectives. Learning and Instruction Goal this meets: #1. Institutional Support Goal this meets: #1.

5. I will be available to take part in campus-wide presentations to discuss the results of my project, and specific information I have learned on a) the new technologies themselves b) how these technologies impact education and student learning, and c) how information about these technologies can be integrated into relevant courses. An example of a topic I may discuss is the distance learning project I will take part in, and how that is changing social and cultural norms of education.
   BENEFIT to SBCC: Again, support of my single project will allow large numbers of my colleagues to benefit from what I have learned, and from my analysis of new communication technologies on education and society. Meets the SBCC 1996 College Plan Goals and Objectives. Learning and Instruction Goals this meets: #1 and #5. Institutional Support Goal this meets: #1.

6. I will be available as a resource for department and college decisions regarding new media technologies and education. For example I will meet with the Dean and/or Vice President of Academic Affairs to discuss how new communication technologies are changing educational norms.
   BENEFIT to SBCC: The knowledge and information I gain can benefit SBCC in policy decisions, purchasing decisions and pedagogical decisions which will ultimately benefit our STUDENTS.
   Meets the SBCC 1996 College Plan Goals and Objectives. Learning and Instruction Goals this meets: #1 and #5. Institutional Goal this meets: #1.

The specific goals from the 1996-1999 SBCC College Plan are listed on the next page.

Georgia Durán    Sabbatical Leave Proposal
A specific breakdown of the 1996-1999 SBCC College Plan Goals and Objectives which Georgia Durán's Sabbatical Proposal will meet:

Learning and Instruction Goals this sabbatical proposal meets:

Goal 1: Create an environment for faculty and support staff to develop their ability to apply instructional methods based on effective principles of learning.
Objective 1b) Involve 60% of the contract faculty in one or more professional development activities designed to increase their ability to apply instructional methods based on sound principles of learning.

Goal 2: Increase student access to courses and to information needed to succeed in those courses by designing and field-testing alternative methods of delivering instruction.
Objective 2b) Design and field test alternative methods of delivering instruction.

Goal 3: N/A

Goal 4: Develop curriculum initiatives that respond to changes in the workforce, technology and student needs.
Objective 4a) Identify new instructional initiatives to be developed and implemented.
Objective 4b) Identify resources and training needed to implement the instructional initiatives.

Goal 5: Reconceptualize instructional methods to fully utilize the potential of technology to promote student learning.
Objective 5a) Identify cost effective approaches in which technology can be used to reconceptualize how existing courses are offered to more effectively promote student learning.
Objective 5b) Identify resources and training needed to implement the reconceptualized courses.

Institutional Goal this sabbatical proposal meets:

Goal 1: Provide staff and faculty with skills needed to implement redesign initiatives, manage on-going change, integrate innovations into College operations, and implement continuous improvement.
SABBATICAL LEAVE PROPOSAL ABSTRACT

NAME Laura Welby

PROJECT TITLE Acquisition and Application of Advanced CAD Skills

TERM OF PROPOSED LEAVE Fall 1997 and Spring 1998

A. The need(s) your project attempts to satisfy.
The Drafting/CAD Department is in a critical time period. In the past we have taught both manual and Computer Assisted Drafting (CAD). We have now come to the point in drafting where almost all drafting is being performed on the computer, and we need to change our manual drafting courses to reflect this change, or we will not be meeting the needs of our students or serving industry. Additionally, our department has been requested to provide more computer animation classes for the new Multimedia for Art and Technology Department. My sabbatical leave project will begin the process of satisfying these needs:
1.) The first need is for me to become trained to teach the CAD II (Computer Assisted Drafting II) class, so that our current intermediate CAD instructor, Margaret Eejima, can teach Animation classes for the Multimedia for Art and Technology Program. Learning CAD II will also qualify me to meet need number three below.
2.) The second need is for me to become trained to teach the CAD III (Computer Assisted Drafting III) class, so that our current advanced CAD instructor, Margaret Eejima, can teach Animation classes for the Multimedia for Art and Technology Program. Learning CAD III will also qualify me to meet need number three below.
3.) The third need our department has is to revise the existing Architectural Drafting I course so as to incorporate CAD into the course, so as to meet the needs of industry.

B. How the project will satisfy those needs.
My sabbatical leave would satisfy both of these critical departmental needs in the following ways:
1.) I would become trained to teach the CAD II class by taking the CAD II class in the fall semester. While enrolled in the class I would also be designing the course content and revising and supplementing existing handouts I would use when teaching the class myself. And so as to be better able to answer my student’s general questions about the computer I would, in addition, take 4 units of CIS courses or other computer classes in the fall semester: probably CIS 101 Intro to Computers and Information Systems (3 units) and CIS 102 Intro BASIC & Micro Apps (1 unit). Learning CAD II will also qualify me to meet need number three below.
2.) I would become trained to teach the CAD III class by taking the CAD III class in the spring semester. While enrolled in the class I would also be designing the course content and revising and supplementing existing handouts I would use when teaching the class myself. Learning CAD III will also qualify me to meet need number three below.
3.) In addition, during the Fall semester I would investigate how other community colleges integrate manual drafting and CAD into architectural drafting classes, investigate the Architectural Drafting I requirements at the two closest Architectural schools, and research the needs of industry for teaching both manual and computer assisted drafting in architectural drafting. During the spring semester I will revise the Architectural Drafting I class to either incorporate a CAD component into it, or to integrate CAD into the course, whichever my research indicates is most relevant. I will design or acquire the CAD component and I will design any needed prototype CAD drawings for use by the students.

The results that will be achieved.
The results that will be achieved from my sabbatical leave are:
1.) I will be able to teach the CAD II class
2.) I will be able to teach the CAD III class
3.) I will be able to teach a revised Architectural Drafting I class which will incorporate Computer Assisted Drafting (CAD) into the traditionally manual drafting class.
SABBATICAL LEAVE PROPOSAL SUMMARY OF PROPOSED OUTCOMES

NAME Laura Welby

PROJECT TITLE Acquisition and Application of Advanced CAD Skills

TERM OF PROPOSED LEAVE Fall 1997 and Spring 1998

There are three specific proposed outcomes of my sabbatical leave project:

1.) I will be equipped to teach the CAD II class, and I will have organized all of the handouts for the class, which I will have designed, written, and/or acquired while on my sabbatical leave. The topics I will learn to do and be prepared to teach are the following: Introduction to NURBS (Non-Uniform Rational B-Spline), Geometric calculator, Filtering, Object tiling, Point tiling, Layer tiling, Overview of 3D, 3D Modeling and Rendering Applications, Basic 3D concepts, 3D Model creation, Coordinate Systems, 3D Viewing commands, System variables and settings, Surface modeling: Surface creation and concepts, Solid modeling: Regions and ACIS Modeler, Model Space and Paper Space techniques, Viewports and layer management, Dimensioning and annotation techniques, Shading with AutoCAD, Shading Concepts, Slide files, Rendering with AutoVision / AutoCAD, Setting Lights and Cameras, Rendering file formats, Exporting files to 3D Studio, File management techniques, File locking, Deleting extraneous files, Managing file sizes, Archiving files, Script files, Automating command sequences, Client presentation script files, Customization, Modifying the ACAD.PGP file: accelerator keys, Customizing menus: macros, Slide libraries, and Custom linetypes.

2.) I will be equipped to teach the CAD III class, and I will have organized all of the handouts for the class, which I will have designed, written, and/or acquired while on my sabbatical leave. The topics I will learn to do and be prepared to teach are the following: Review of menus and functions, Review of latest software modifications, Review of system configuration, Review of presentation techniques: slides, images, and script files, Application of CAD to discipline in student's field of expertise, Tool design, Engineering and technical drawing, Architectural drafting, Electro-mechanical, Structural Drafting, Pressure Piping Design, Engineering Department environment, Actual industrial application of CAD, Team design, Overview of AutoLISP, AutoLISP rules and syntax, Atoms and Lists, Evaluating expressions, Using AutoLISP values within AutoCAD commands, Data types, AutoCAD point coordinates and lists, Taking lists apart: CAR, Cadr, and Caddr, Using AutoCAD commands within LISP, Creating AutoCAD command functions, Gathering data (GET functions), AutoLISP program files, Cleaning up LISP routines, Equality and Logical testing, Recursions, Strings and Printing, Entity Access, Entity Association lists, Selection sets, File Input/Output (I/O), Error Handling, Tables and Named objects, Expanded Entity access, Creating Entities, Entity Handles, and Dialog Control Language.

3.) Upon completion of my investigation into Architectural Drafting I classes at other community colleges, my investigation into Architectural Drafting I requirements at the two closest Architectural schools, and my research into the requirements of industry for a CAD component in Architectural Drafting I, I will have designed a CAD component and any required prototype drawings for the following drawings: Cover Sheet, Site Plan, Floor Plan, Electrical/ Mechanical Plan, Foundation Plan and Details, Section/Exterior Elevations, and Interior Elevations.
Abstract

NAME               Chris Mooney

PROJECT TITLE
1. Multimedia materials for History 103, 104, 120
2. Development of new History of Modern Science and Technology Course.
3. Design for an on-line history course

TERM OF PROPOSED LEAVE   Fall 1997 and Spring 1998

A. Needs
I. to integrate multiple media into class presentations through the use of Astound
   • to improve classroom teaching through the use of computer-assisted presentation materials
   • to enlarge resources available to students by including WWW sites as instructional materials
   • to identify the best materials available on the WWW
   • to develop student interest in the use of on-line technology and resources
   • to apply training completed during summer 1996 at FRC

II. to develop a History of Modern Science and Technology course (1600 to present)
   • My Department has asked me to solve a departmental need and retrain to teach a new course: History of Modern Science and Technology

III. to design an on-line history course
   • to provide alternative methods for course delivery
   • to respond to a growing interest from students (25% of students use WWW)
   • prior to committing resources to develop an on-line history course it is necessary to:
     • investigate existing distance learning methods, materials and technology used to teach history courses
     • explore the viability and structure of on-line instruction for history
     • establish guidelines for course development, course management, interactivity, and student selection, participation, and assessment
     • propose a design for an on-line history course, possibly an honors course
B. Solutions

I will develop a more complete set of presentation materials for my current classes using Astound. I will research, identify, evaluate, and install on-line links with additional websites for to my week-by-week assignment webpages for all current three history courses. I will develop a complete new course in History of Modern Science and Technology (a discipline that is almost completely unknown to me but for which I have great interest). Finally I will complete the preliminary work necessary to design an on-line history course.

C. Results

- I will offer by Fall 1998 a completed multi-media set of presentation materials to be used for my three current history classes: 103, 104, and 120.
- I will evaluate and install an expanded on-line set of links for each week of each class that I teach. This will be available to students capable of using the WWW.
- I will be prepared to teach History of Modern Science and Technology in Fall 1998.
- I will propose a design for an on-line history course.
Summary of Proposed Outcomes

NAME
Chris Mooney

PROJECT TITLE
1. Multimedia materials for History 103, 104, 120
2. Development of new History of Modern Science and Technology Course.
3. Design for an on-line history course

TERM OF PROPOSED LEAVE
Fall 1997 and Spring 1998

Desired goals and Outcomes:

I. Multimedia materials for History 103, 104, 120
1. to create presentation materials for selected sections of History 103, 104, and 120 and a proposed new course, History of Modern Science and Technology.
2. to identify, critique, and install links to appropriate websites for my week to week course syllabus for History 103, 104, and 120, and the proposed new course, History of Modern Science and Technology.

II. Development of a new course: History of Modern Science and Technology.
1. to identify a current list of primary and secondary readings in the History of Technology and the History of Science between 1600 and 1996
2. to create a detailed class outline for a new course: History of Modern Science and Technology (combining old History 150, 152). These are lecture notes for students which in a skeletal form provide day to day major points, dates, and correct spelling. To prepare quizzes, midterm and final exams, and identify topics for student research papers.
3. to identify slides, maps, diagrams, films, videos, CD Roms, and auxiliary materials for use in class and have all needed materials produced in overhead, slide or CD Rom format by FRC.

III. to design an on-line history course
1. investigate existing distance learning methods, materials and technology used to teach history courses.
2. explore the viability and structure of on-line instruction for history.
3. establish guidelines for course development, course management, interactivity, and student selection, participation, and assessment.
4. propose a design for an on-line history course (possibly an honors course).