

TO: BOARD OF TRUSTEES
FROM: SUPERINTENDENT
COMMUNICATION NO. 185-2009/10-AA
Prepared by the Office of Academic Affairs
for Presentation to the Board of Trustees
April 12, 2010

SUBJECT: APPROVAL OF SABBATICAL LEAVES FOR 2010-2011

A. BACKGROUND

The Staff Development Committee is recommending a one-year sabbatical leave for the 2010-2011 academic year.

Heidi Preschler – The goal is to develop a competence in teaching on-line, in particular, in teaching a foreign language on-line. Ms. Preschler plans to complete the certification program offered through the @One Institute, including the core offerings and several of the electives. She will also enroll in an on-line foreign language course to gain practical experience in on-line foreign language instruction. The planned outcome of the goal is to develop a template for AP&P, develop a proposal for a study abroad program, and to develop an A.A. degree or certificate program all in foreign languages and cultures.

B. BUDGET IMPLICATIONS

One-year sabbaticals are paid at 60% of the full-time instructor's salary. The total cost to the district will be \$48.20.

C. RECOMMENDATIONS

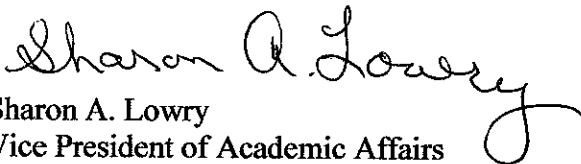
The Board approves the proposed sabbatical request for the 2010-2011 academic year.

Respectfully submitted,



Jackie L. Fisher, Sr.
Superintendent/President

Prepared by:



Sharon A. Lowry
Vice President of Academic Affairs

Office of Academic Affairs
Communication No. 185-2009/10-AA

April 12, 2010

APPROVAL OF SABBATICAL LEAVES FOR 2010-2011

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to ensure the validity of the results.

3. The third part of the document describes the different types of data that are collected and analyzed. It includes information on both quantitative and qualitative data, as well as the specific variables being measured.

4. The fourth part of the document discusses the various statistical techniques used to analyze the data. It covers both descriptive and inferential statistics, as well as the use of regression analysis and other advanced methods.

5. The fifth part of the document describes the different ways in which the results of the analysis are presented and communicated. It includes information on the use of tables, graphs, and other visual aids to make the data more accessible and understandable.

6. The sixth part of the document discusses the various challenges and limitations associated with data collection and analysis. It highlights the need for careful planning and execution to ensure the quality and reliability of the data.

7. The seventh part of the document describes the different ways in which the results of the analysis are used to inform decision-making and policy development. It includes information on the use of data to identify trends, assess risks, and evaluate the effectiveness of various programs and initiatives.

8. The eighth part of the document discusses the various ethical considerations that must be taken into account when collecting and analyzing data. It highlights the need for transparency, accountability, and respect for the privacy and rights of individuals.

9. The ninth part of the document describes the different ways in which data is stored and managed. It includes information on the use of databases, data warehouses, and other systems to ensure the security and integrity of the data.

10. The tenth part of the document discusses the various ways in which data is used to improve organizational performance and efficiency. It includes information on the use of data to identify areas for improvement, optimize processes, and enhance the overall quality of the organization's operations.

11. The eleventh part of the document describes the different ways in which data is used to support research and innovation. It includes information on the use of data to identify new opportunities, develop new products and services, and advance the state of the art in various fields.

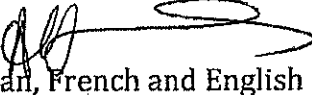
12. The twelfth part of the document discusses the various ways in which data is used to inform public policy and social programs. It includes information on the use of data to assess the needs of different groups of people, evaluate the effectiveness of various programs, and inform the development of new policies and initiatives.

Application for One Year Sabbatical Leave
2010-2011 Academic Year

Heidi Preschler
Submitted: March 5, 2010

Antelope Valley College
Instructional Resources, Extended Services and Language Arts Division
January 27, 2010

TO: The Faculty Professional Development Committee

FROM: Heidi Preschler 
Instructor, German, French and English

SUBJECT: Sabbatical Leave for 2010-2011

This memo is to inform the committee of my intent to apply for a one-year sabbatical for the 2010-11 academic year.

A. Abstract

This proposal comprises 4 major projects:

1. Develop competence in teaching on-line, in particular, in teaching a foreign language on-line. I plan to complete the certification program offered through the @One Institute, including the core offerings and several of the electives. I will also enroll in an on-line foreign language course to gain practical experience in on-line foreign language instruction.
2. Develop a template for AP&P for on-line foreign language courses as well as submitting the forms for Ger 101 to be taught on-line course.
3. Develop a proposal for a study abroad program at Antelope Valley College. Although we currently participate in a consortium that provides some study abroad opportunities for our students to experience another culture, this program is limited in the languages offered (only Spanish) and even that doesn't come around often enough. I propose to develop a program that would enable students studying foreign languages and/or international business to improve their language skills and to gain international/cross-cultural experience in their target language (Chinese, French, German and Spanish) and to offer that opportunity at least once per year.
4. Develop an A.A. degree or certificate program that meets students' interest in foreign languages and cultures. This program could either be an A.A. or certificate in foreign language with an emphasis on international business or an A.A. or certificate in international business that includes advanced foreign language study. (B.A. programs in international business usually require upper division courses in a foreign language.)

B. A comprehensive description of the purposes, goals and importance of the proposed leave according to one (1) or a combination of the three (3) categories

This sabbatical project will meet District needs by expanding on-line offerings, as well as two major goals of the Foreign Language Department in addition to providing me with extensive professional development.

AVC is rapidly expanding on-line course offerings. To date, we have no foreign language instruction on-line. Transfer to UC requires foreign language competence and, while not required system-wide for transfer to CSU, many majors do require competence in foreign language. Many other transfer institutions require at least two semesters of foreign language. To meet the needs of these transfer students, AVC needs to offer foreign languages on-line.

The Foreign Language Department's last program review also identified developing study abroad program(s) and the development of an A.A. in international business as goals since students indicated high interest in being able to improve their language skills through study abroad as well as in obtaining an A.A. in international business. (B.A. degrees in international business generally require competence in a foreign language at the upper division level.)

AVC is also currently beginning an effort to internationalize the curriculum. Providing more opportunities for study abroad as well as a program of study that focuses on international business and/or foreign language will support those efforts.

Project #1 (Category I)

Earning a certificate in on-line instruction will expand my professional knowledge and competence. These skills will ensure that I teach on-line courses in a pedagogically sound manner. In addition, several colleagues in foreign language have indicated that they too are interested in learning these new skills. I will be able to mentor them. Since foreign language instruction requires extensive partner work and also much individual help from the instructor to master pronunciation, I will be auditing or enrolling in a on-line foreign language course to see how other instructors manage these challenges. I will also attend the Education Technology Conference in April 2010 to get ideas about training and to begin learning more about on-line teaching.

Project #2 (Category III)

The college is actively seeking to expand on-line offerings and to offer the A.A. degree on-line. Foreign language is a requirement for many majors and is part of the UC IGETC transfer requirements. Offering some sections of foreign

language on-line is critical if AVC is to meet the goal of offering more on-line instruction and in making all the courses required for an A.A. and for transfer available on-line. Hence, on-line teaching meets the changing needs of our students. Students seem very open to these new teaching methods since seventy-four percent of students surveyed during the Foreign Language Department's program review felt that computer based language programs would help them learn a foreign language and that they would use such programs.

Project #3 (Category III)

The Foreign Language Department identified developing study abroad opportunities for our students as a major goal of the department. Two models predominate at the California community colleges: consortiums and stand-alone programs. While most four-year colleges run their own study abroad programs, most community colleges offer study abroad through a consortium or team up with an existing program. A few, such as Fullerton, do have stand-alone programs. While both models can work well, most programs at community colleges are geared to providing their students with the opportunity to live abroad; they do not focus on developing foreign language skills.

My goal is to find a way for the students studying languages and for those interested in international business to be able to hone their skills in the target language in addition to gaining invaluable international experience. Whether this be through a consortium, partnerships with other colleges or agreements with already existing language study programs in the foreign countries, we need to provide students studying French, German, Chinese and Spanish the opportunity to encounter the language and the culture that they are studying first hand. One possible model might be to partner with a particular school or program in the foreign country and then grant credit to our students here through credit by examination or independent study.

This project will study the existing programs at California community colleges and bring a proposal to the department and AVC for how to best meet the needs of our students who wish to major in foreign language and/or international business. I will attend the second annual California Study Abroad Symposium on March 19, 2010. This group is leading the effort to expand study abroad opportunities for California college students and will be an excellent opportunity to learn about different options and to network with colleagues also striving to set up such programs.

Project #4 (Category III)

During the last Program Review for Foreign Language, fifty percent of students surveyed said they would be interested in an A.A. in foreign language; I plan to put together a proposal for an A.A. in foreign languages.

In addition, forty percent stated that they would be interested in an A.A. in international business. Since international business students need to develop their skill in the foreign language beyond the first year, the Foreign Language Department seeks to develop an A.A. or certificate in international business in order to bolster enrollments in our second-year courses and to help students interested in this career path to transfer successfully. Although most lower division requirements for international business are the same as for business majors, there are some differences in the lower division preparation. Also, international business at the 4-year institutions can also vary. My goal will be to research the programs at our major transfer institutions (CSU Fullerton and San Diego State University both have degree programs) in order to define a program of study that meets the lower division requirements common to all international business B.A. programs and to identify the elective courses that will best prepare students to transfer to a particular university. If AVC does not offer a core course, I will work with colleagues in those disciplines to develop the curriculum needed.

C. A detailed description of the schedule of activities to be undertaken

Project #1: On-line Certificate

The actual calendar of course offerings for @One is not currently available. I have listed below the courses that I plan on taking and furnished the schedule for spring 2010. I plan to complete all of these courses by the end of fall 2010.

Core Offerings:

- Introduction to On-Line Teaching and Learning (completed June 2009)
- Introduction to Teaching with Moodle (required for Building Learning Communities Building Learning Communities Online
- Course Management System: Introduction to Teaching with Blackboard

Electives:

- Converting your Onsite Course to Online (self-paced)
- Dreamweaver MX (self-paced)
- Podcasting for Teaching (self-paced)
- Dreamweaver I
- Photoshop Basics and Easy Page Layout
- Video and Vodcasting for Teaching

Project #2: Distance Learning Curriculum for German 101

By December 2010 or first week of February 2011, I will submit the required paperwork to AP&P to seek approval to teach German 101 as a hybrid course and as a full on-line course. I will seek to develop generic language that can be used for all languages.

Project #3: Study Abroad Program

During February and March of 2010, I will research study abroad programs at community colleges. I will visit several of those offering the best model. Likely community college campuses to visit are Cabrillo, Fullerton, Long Beach, and San Francisco as well as studying the Northern California Consortium (includes Contra Costa, Los Rios, San Mateo and Santa Rosa).

Submit recommendations and a proposal to the Foreign Language Department by May 2011.

Project #4: International Business A.A./Certificate and/or Foreign Language A.A.

During February and March, I will research international business B.A. degrees at Cal State Fullerton and San Diego State University in order to put together a program of study to lead to an A.A. or a certificate in international business and an A.A. in foreign language. I will also visit those campuses in order to establish contacts with faculty and/or advisors in those departments. I will also review other CSU campuses to identify those that have a program in international business and seek to include the requirements of as many campuses as possible through establishing a series of electives as part of the degree/certificate. I will identify one or two faculty in the Business Division to work with in crafting a certificate/A.A. proposal to be submitted to the Business Division by May 2011 as well as a proposal to the Foreign Language Department by May 2011.

D. A statement, which addresses how the leave will improve the unit member's professional competence and performance as well as the contribution to the educational and community programs at Antelope Valley College and a description of how the applicant professionally qualifies for the proposed program

This question is covered in section B.

E. A statement of the effect on the program caused by the absence of the unit member, i.e., can the departmental continuity be assured if the sabbatical is granted

I have been president of AVCFT for the last 4 years. During this time, the majority of my load has been reassigned time. The few classes that I have taught, should we offer them, can be covered by adjunct faculty. We now have other full-time faculty in both French and German. They can ensure that any necessary coordination with adjunct faculty and the department chair and dean will take place and can oversee responsibilities such as SLO's.

F. A description of the factors that make it desirable that the leave be taken in the coming year rather than another time

My doing a sabbatical rather than returning to the classroom will actually reduce the District's expenditures—something that will help the District financially. In addition, although we are not increasing offerings at this time, we should continue to expand our distance education offerings. There are currently no foreign language courses offered on-line. Many majors require a foreign language and transfer to UC requires two semesters of foreign language. We need to meet the needs of these students.

G. A justification of the length of leave in relation to the scope of the proposal

While some parts of these projects could be accomplished in the course of the regular year, I would not be able to undertake more than one at a time during any given year. I feel it is crucial that we offer foreign language on-line as quickly as possible. Also, a major project such as developing a study abroad program is unlikely to happen unless someone can devote extensive time in order to develop the expertise necessary to propose and execute such a program. Current foreign language faculty are quite busy with simply keeping the current curriculum up to date and developing, assessing and revising SLO's and working on developing program learning outcomes. There is little time left for such global projects like a study abroad program or an A.A. degree.

H. An explanation of why the proposal should not be a part of the unit member's on-going responsibility therefore, not requiring a leave

Many faculty pursue additional coursework and training as a way of advancing on the salary schedule. I am on column VI on the salary schedule and do not need any additional courses or workshops for advancement. I would like to get this training quickly and it's difficult to find the time to do so while working full-time.

It is also crucial that I visit the community colleges that have the study abroad programs and also the international business programs at transfer institution such as Cal State Fullerton and San Diego State. (I may visit more campuses, depending on my research.) Only an in-person visit can establish connections with these departments.

The amount of time needed to both thoroughly research study abroad programs and degree programs as well as to put together new programs simply cannot be done if one can devote only a few hours per week to curriculum and program development.

I. An explanation of the necessary materials and facilities needed to complete the proposal and the access the applicant has to them.

No special materials or facilities are needed.

J. An explanation if the applicant will earn an income in addition to receiving sabbatical leave pay

I will not earn any additional income during the 2010-11 academic year.

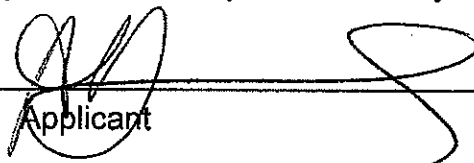
K. An explanation if the proposal includes travel of how the travel component is clearly necessary to the sabbatical leave project

I do not anticipate that extensive travel will be a necessary part of this sabbatical project. I will travel within the state in February and March 2011 and will bear those travel costs myself. I may travel abroad to learn about possible study abroad programs; if I do, I will also bear those travel costs myself.

Eligibility: I have previously taken a full-year sabbatical (1995-96). I have not taken a sabbatical since then; hence, it has been more than 6 years since my previous sabbatical. I have been a regular employee of the District since August 1988.

Future Employment: I agree to remain in the employ of the District for two years after my return.

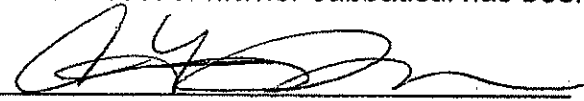
I have reviewed Article V, Section 3.16—Sabbatical Leave. I meet the eligibility as listed in 3.16.2 (see above). I have calculated the cost of my leave according to section 3.16.5 (see attached). I understand that the number of leaves granted each year is limited by the availability of funds for that academic year (3.16.4).



Applicant

3-5-10
Date

The above applicant has reviewed his/her application for sabbatical with me, and the cost of his/her sabbatical has been correctly calculated.



Dean/Supervisor

3/5/10
Date

Cost of One-Year Sabbatical for Heidi Preschler for 2010-11

Cost = Salary of replacement + benefits of replacement - 40% of sabbatical instructor's salary

REPLACEMENT		
Salary	\$1,127.86 x 30 LHE =	\$33,835.80
Benefits (indirect costs)	11% of salary	\$3,721.94
Total Cost of Replacement		\$37,557.74

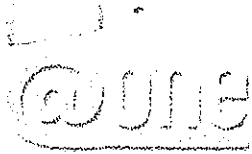
Preschler's Salary	\$93,773.84 x 40% =	\$37,509.54
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	COST	\$48.20
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From @one

Recommended Curriculum Pathway

1 Start with taking all the core course offerings	2 Choose one or more electives to enhance your courses
Introduction to Online Teaching and Learning Building Learning Communities Online	Photoshop Basics and Easy Page Layout
Creating Accessible Online Courses Select the CMS(s) available on your campus:	Dreamweaver I: Design and Build a Basic Web site Dreamweaver II: Web Templates, CSS, and Multimedia
<ul style="list-style-type: none">• Introduction to Teaching with Blackboard• Introduction to Teaching with Moodle• More about Moodle• Introduction to Teaching with BB CE 8 (WebCT)	Audio and Podcasting for Education Video and Vodcasting for Education



Username
Password

Online Courses

Would you like more training, but don't have the time or budget for travel? Do you want to learn from the best and brightest of your colleagues? Can you take ten hours a week during one month of your schedule to participate and complete a course?

Online courses last four to five weeks and are facilitated by expert colleagues. In addition to your facilitator, you will be joined by a cohort of your colleagues. Although courses begin and end on specific dates, the work is done asynchronously. That is, you can participate based on your own schedule as long as you complete assignments by their due dates. Do check the dates listed with each course description to make sure it fits into your schedule.

We recommend only taking one course at a time to maximize your success. Each course costs just \$50 for faculty and staff of California state supported schools, colleges, or universities. Each course costs \$100 for educators outside the California state systems. Full refunds are available until one week before the course starts. No partial refunds.

Not sure which course to take? Then check our recommended [curriculum pathway](#) ([/sites/default/files/AtOneRecommendedPathway.pdf](#)).

Optional professional development credit is available from [Fresno Pacific University](#). ([/ac](#))

Here are the Online Courses available this next semester:

Oops!

The *Creating Accessible Online Courses* online course scheduled for 2/22 -3/19 and promoted in eNEWS 132 (released 2/2/10) was a typo and is not available. We apologize for any inconvenience this may have caused.

Online Teaching

- [Building Online Community with Emerging Technologies](#) ([/node/188](#))
Mon, 03/01/2010 - 8:00am - Fri, 03/26/2010 - 5:00pm (Pacific Time)
- [Introduction to Online Teaching and Learning](#) ([/online-courses/popup_courses.php%2523OT1](#))
Mon, 02/22/2010 - 8:00am - Fri, 03/19/2010 - 5:00pm (Pacific Time)
- [Introduction to Teaching with Blackboard 9](#) ([/online-courses/popup_courses.php%2523OT2](#))
Mon, 04/12/2010 - 8:00am - Fri, 05/07/2010 - 5:00pm (Pacific Time)
- [Introduction to Teaching with Moodle](#) ([/online-courses/popup_courses.php%2523OT3](#))
Mon, 03/01/2010 - 8:00am - Fri, 03/26/2010 - 5:00pm (Pacific Time)
- [More about Moodle](#) ([/online-courses/popup_courses.php%2523OT4](#))
Mon, 04/12/2010 - 8:00am - Fri, 05/07/2010 - 5:00pm (Pacific Time)

SPRING
COURSES

Multimedia

- [Audio and Podcasting for Teaching](#) ([/online-courses/popup_courses.php%2523MM3](#))
Mon, 03/01/2010 - 8:00am - Fri, 03/26/2010 - 5:00pm (Pacific Time)
- [Dreamweaver I: Design and Build a Basic Website](#) ([/online-courses/popup_courses.php%2523MM1](#))
Mon, 02/22/2010 - 8:00am - Fri, 03/19/2010 - 5:00pm (Pacific Time)
- [Dreamweaver II: Web Templates, CSS, and Multimedia](#) ([/node/189](#))
Mon, 04/19/2010 - 8:00am - Fri, 05/14/2010 - 5:00pm (Pacific Time)
- [Enhanced Podcasting for Teaching](#) ([/node/190](#))
Mon, 02/01/2010 - 8:00am - Sun, 02/07/2010 - 5:00pm (Pacific Time)
- [Enhanced Podcasting for Teaching \(2nd session\)](#) ([/node/191](#))
Mon, 05/10/2010 - 8:00am - Sun, 05/16/2010 - 5:00pm (Pacific Time)
- [Photoshop Basics and Easy Page Layout](#) ([/node/231](#))
Mon, 04/19/2010 - 8:00am - Fri, 05/14/2010 - 5:00pm (Pacific Time)
- [Video and Podcasting for Teaching](#) ([/online-courses/popup_courses.php%2523MM2](#))
Mon, 04/12/2010 - 8:00am - Fri, 05/07/2010 - 5:00pm (Pacific Time)