

**DIABLO VALLEY COLLEGE**  
**Office of the President**

DATE: October 16, 2023

TO: Sabbatical Leave Committee

FROM: Susan Lamb  
SEL

SUBJECT: Sabbatical Leave Report – Keri Dulaney Gregor

The following objectives and corresponding evidence were proposed in Keri Dulaney Gregor's sabbatical leave application:

Objective: 12 units of post-baccalaureate/graduate-level courses in eLearning and Technology will be taken at CSU East Bay Extension online.

OTL 603: Technology Tools for Online Instruction (3 semester units)  
OTL 608: Critical and Contemporary Practice in eLearning Design and Technology (3 semester units)  
OTL 681: Creating Digital Media for Online Instruction (3 semester units)  
OTL 682: Designing and Implementing User Interface for Online Instruction (3 semester units)

Evidence: I will submit the transcripts of these courses along with all final projects.

I have reviewed the submitted evidence and attest she has met the specifications as outlined in her sabbatical application.

## SECTION VI. SABBATICAL LEAVE REPORT

Keri DuLaney-Greger

1.28.23

Name (Open Print Preview to have your name populate throughout the form)

Date

Diablo Valley College

Fall, 2022

College

Sabbatical leave period requested

English

Teaching field(s)

### GENERAL SUMMARY OF COMPLETED SABBATICAL PROGRAM

(GIVE A 100-WORD MAXIMUM STATEMENT)

I took the following series of post-baccalaureate/graduate courses at CSU East Bay in the Fall 2022 semester to complete the requirements for an eLearning Technology certificate for a total of 15 units with a 4.0 GPA:

- OTL 601: Introductopn to Online Teaching and Learning (3 units)
- OTL 603: Technology Tools for Online Instruction (3 units)
- OTL 608: Critical and Contemporary Practice in eLearning Design and Technology (3 units)
- OTL 681: Creating Digital Media for Online Instruction (3 units)
- OTL 682: Designing and Implementing User Interface for Online Instruction (3 units)

Name

## VALUE TO EDUCATIONAL PROGRAM

**Briefly reflect and highlight the value of your sabbatical leave to the educational program. In particular:**

1. How will it benefit students, programs, or staff/colleagues?
2. How will it enhance and/or improve your professional competence?
3. How will it relate to your ongoing professional assignment?
4. How are the breadth and depth of the project appropriate for the sabbatical leave rather than the regular teaching year?

**Include what you experienced and discovered during the process of completing your sabbatical.**

### STUDENTS:

Now that I have completed this sabbatical, I will bring my newly acquired knowledge about teaching with technology tools along with my 23 years of experience as a composition and literature instructor to the classroom; in fact, I already have by including podcasts, ePortfolios, and dynamic practice quizzes just in the first two weeks of the semester. Taking these graduate-level courses and earning this certificate has given me the tools I need to better help my students.

### PROGRAM and COLLEAGUES:

Students in English courses often struggle in the online environment. Having taken this sabbatical will benefit the English department's educational program because I can help my department colleagues consider new approaches and understand their pedagogical practices, as well as help them build and deliver better online, hybrid, and face-to-face courses.

### PROFESSIONAL COMPETENCE and ONGOING PROFESSIONAL ASSIGNMENT:

I have already begun implementing what I learned into my own classes. Taking the series of classes required for the certificate at Cal State University East Bay has improved my background and professional competence by allowing my teaching to evolve with the latest technology, and I can help my students evolve, as well. I will be and have become a better, more experienced teacher because of it. I am up for evaluation this semester, and I hope my courses and teaching will reveal this evolution.

### BREADTH and DEPTH of PROJECT:

The eLearning Technology certificate at CSU East Bay is a full-time online program. I have completed 15 units of post-baccalaureate/graduate work. Taking this number of units would be impossible during a typical semester as a full-time DVC instructor with teaching, department, and college-wide duties. In addition to preparing courses and reading/grading written assignments, I also participate in committee work: for example, I have served on the composition committee, the ESL committee, the Anchor Papers Project handbook committee in addition to serving on a hiring committee for a full-time ESL instructor. I have also participated in the Welcome Day webinar for the college, given feedback on many Distance Education projects, courses, and documents, and coached faculty in the college's Digital Learning Lab. Participating in this eLearning Technology certificate program takes the kind of time I do not have in the regular school semester.

Name

## PROPOSED OBJECTIVES AND EVIDENCE OF COMPLETION

Identify specific objectives proposed in your application and describe in detail the evidence that accompanies your report, which indicates that you have met each objective. If there are deviations, please explain. Examples follow:

### ***Institutional study***

**Objective:** 9 units graduate level history courses as indicated on Form A-1 will be taken at University.

**Evidence:** (Your statements of evidence should align with and be closely tied to the items listed in the original application. Any deviations from the original proposal must be approved in advance by following the modification procedure delineated in Human Resources Procedure 2040.01. All approved deviations from the original proposal must be outlined and explained in the final sabbatical leave report.)

### ***Travel***

**Objective:** Travel to archeological zones in Central America.

**Evidence:** (Here you describe exactly what you are submitting to document your sabbatical leave travel. Your statements of evidence should parallel the items listed in the original application. Any deviations from the original proposal must be approved in advance by following the modification procedure delineated in Human Resources Procedure 2040.01. All approved deviations from the original proposal must be outlined and explained in the final sabbatical leave report.)

### ***Professional study and/or creative study***

**Objective:** Compose a musical score or write a textbook.

**Evidence:** (The products of your study should be described and quantified to the extent possible. They should parallel the items listed in the original application. Any deviations from the original proposal must be approved in advance by following the modification procedure delineated in Human Resources Procedure 2040.01. All approved deviations from the original proposal must be outlined and explained in the final sabbatical leave report.)

## Summary of Evidence

Objective as stated in proposal	Evidence as stated in proposal	Evidence provided in this report (Give page number, item in portfolio, video, etc.)
1 Institutional Study  Objective:  12 units of post-baccalaureate/graduate-level courses in eLearning and Technology, as indicated on Form A, will be taken at CSU East Bay Extension online.	I will provide transcript s of my complete d course work from CSU East Bay.	Transcripts from CSU East Bay are attached to this report.

2	<p>Institutional Study</p> <p>Objective:</p> <p>12 units of post-baccalaureate/graduate-level courses in eLearning and Technology, as indicated on Form A, will be taken at CSU East Bay Extension online.</p>	<p>I will submit all final projects from the eLearning Technology certificate courses.</p>	<p>OTL 601 Final Project link (cut and paste the URL below)</p> <p><a href="https://4cd.instructuremedia.com/embed/2c449bd7-3016-4066-a482-3051423d2eb3">https://4cd.instructuremedia.com/embed/2c449bd7-3016-4066-a482-3051423d2eb3</a></p> <p>*Note: the edit mode on this document does not allow me to insert links, thus the need to use CTRL+click or cutting and pasting the URL into your browser.</p>
3	<p>Institutional Study</p> <p>Objective:</p> <p>12 units of post-baccalaureate/graduate-level courses in eLearning and Technology, as indicated on Form A, will be taken at CSU East Bay Extension online.</p>	<p>I will submit all final projects from the eLearning Technology certificate courses.</p>	<p>OTL 603 Final Project Link (cut and paste the URL below)</p> <p><a href="https://sites.google.com/horizon.csueastbay.edu/otl603eportfoliiofall2022/home">https://sites.google.com/horizon.csueastbay.edu/otl603eportfoliiofall2022/home</a></p>
4	<p>Institutional Study</p> <p>Objective:</p> <p>12 units of post-baccalaureate/graduate-level courses in eLearning and Technology, as indicated on Form A, will be taken at CSU East Bay Extension online.</p>	<p>I will submit all final projects from the eLearning Technology certificate courses.</p>	<p>OTL 608 Final Project Link (cut and paste the URL below):</p> <p><a href="https://sites.google.com/view/keridulaneygreger/home">https://sites.google.com/view/keridulaneygreger/home</a></p>

5	<p>Institutional Study</p> <p>Objective:</p> <p>12 units of post-baccalaureate/graduate-level courses in eLearning and Technology, as indicated on Form A, will be taken at CSU East Bay Extension online.</p>	<p>I will submit all final projects from the eLearning Technology certificate courses.</p>	<p>OTL 681 Final Project Link (cut and paste the URL below)</p> <p><a href="https://www.powtoon.com/m/envbOwROluF/1/m">https://www.powtoon.com/m/envbOwROluF/1/m</a></p>
6	<p>Institutional Study</p> <p>Objective:</p> <p>12 units of post-baccalaureate/graduate-level courses in eLearning and Technology, as indicated on Form A, will be taken at CSU East Bay Extension online.</p>	<p>I will submit all final projects from the eLearning Technology certificate courses.</p>	<p>OTL 682 Final Project Link (cut and past the URL below):</p> <p><a href="https://sites.google.com/view/anchorpapersproject/home">https://sites.google.com/view/anchorpapersproject/home</a></p>

Name

**INSTITUTIONAL STUDY**  
**Form A-1**

*Name of Institution*

California State University East Bay

*Place of Institution*

Online

*Period of Attendance*

Fall, 2022

*Units completed semester/quarter*

15 units completed

*One copy of your official transcript must be filed with this report*

See attached transcripts.

**Give Itinerary:**

[illegible]



Name

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## **PROFESSIONAL STUDY AND/OR CREATIVE STUDY**

### **Form C-1**

**Summarize the study methods, resources, activities and results. Quantify your summary wherever possible, listing pages written, scores composed, etc., as appropriate.**

## SECTION V. SABBATICAL LEAVE APPLICATION

Keri DuLaney-Greger

2/1/2022

Name (Open Print Preview to have your name populate throughout the form)

Date

Diablo Valley College

Fall, 2022

College

Sabbatical leave period requested

English and ESL

23 years

Teaching field(s)

Years of service in CCCCC

Have you had previous Sabbaticals? If "yes" give time period(s) and activity (activities).

Yes, in Fall 2005, I did a creative research project on "What is Great Teaching?" wherein I visited and observed several classrooms from a range of levels: kindergarten, middle school, high school, community college, university, law school, and medical school and wrote a report/essay on my findings, as well as an annotated bibliography of my secondary research along with interview transcripts; I also did FLEX workshops about my findings and how to apply them to our teaching at DVC. In Fall of 2015, I took another sabbatical wherein I visited and interviewed program directors/departments chairs at community colleges and universities in the Northern California area that offered multilingual composition programs. I also sat in and observed many multilingual composition classes at those institutions. Using this primary research to guide me, I created DVC's transfer-level, multilingual curriculum, which included English 122A (multilingual transfer-level composition), English 120A (an editing support course for 122A), and English 123A (a transfer-level composition course about literature). After AB705, English 122A and 120A were combined into a 5-unit composition course with support (English 122AL), mirroring English 122L, the native speaker version of transfer-level composition for students who need additional support.

Indicate type of Sabbatical program (see United Faculty Agreement, Section 12.5.6) If program can be categorized by more than one type, check where applicable.

- ☒ Institutional study (complete Form A)
- ☐ Travel (complete Form B)
- ☐ Professional Study and/or Creative Study (complete Form C)

**GENERAL SUMMARY OF SABBATICAL PROGRAM**

*(GIVE A 100-WORD MAXIMUM STATEMENT)*

I hope to take the following series of post-baccalaureate/graduate courses at CSU East Bay in the Fall 2022 semester to complete the requirements for an eLearning Technology certificate:

OTL 603: Technology Tools for Online Instruction (3 units)

OTL 608: Critical and Contemporary Practice in eLearning Design and Technology (3 units)

OTL 681: Creating Digital Media for Online Instruction (3 units)

OTL 682: Designing and Implementing User Interface for Online Instruction (3 units)

Taking these courses will improve my online, hybrid, and face-to-face teaching, as well as my colleagues' teaching when I coach them in DVC's Digital Learning Lab, directly affecting student success.

Name

## VALUE TO EDUCATIONAL PROGRAM

*(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 1, 2, 3 and 4)*

**Describe how the proposed sabbatical will benefit the educational program. In particular:**

1. *How will it benefit students, programs, or staff/colleagues?*

### STUDENTS:

This sabbatical will benefit a larger group of DVC students, in addition to my own, when I provide feedback to them as they work on their Online Student Success and Canvas Student Training badges. I will also integrate these new technology tools and practices when I present at the college Welcome Day, where I give advice to many incoming students on how to strengthen their digital literacy.

In the classroom (virtual and face-to-face), I will bring my newly acquired knowledge about teaching with technology tools along with my 23 years of experience as a composition and literature instructor. Since AB705, the college has a new vested interest in helping students succeed at the transfer level, and I am committed to reaching our students, namely our multilingual student population, in their transfer-level, college composition courses -- courses they will take as a prerequisite to many others on their educational pathway.

The context and reasoning behind pursuing this sabbatical is the pandemic: it has certainly changed students' relationship to the campus and to their courses. Many of my students in English 122AL (composition for multilingual students), for example, still choose to take their courses online while living in their home countries, even though much of the campus has opened. They do so for a variety of reasons: parents who are fearful of COVID, travel restrictions, or because they enjoy the freedoms and comforts of living in their own culture. As a result, excellent online instruction has become more crucial than ever. To put it simply, taking these graduate-level courses and earning this certificate will give me the tools I need to better help my students. And when some of them decide to come to the US and take their courses face-to-face or hybrid, I will still implement what I have learned in my course of study.

### PROGRAM:

Students in English courses often struggle in the online environment. This sabbatical will benefit the English department's educational program because I can help my department colleagues consider new approaches and understand their pedagogical practices, as well as help them build and deliver better online, hybrid, and face-to-face courses. Completing the coursework for this certificate will allow me to become one of the core group of English faculty who help the program stay strong in a new pandemic/post-pandemic era. More importantly, doing so will help all our students succeed.

### COLLEAGUES:

Since the onset of the pandemic, I have been a Digital Learning Lab coach working with the Distance Education team at DVC. Part of that position is assisting colleagues from across the college with their Canvas courses, and part of it is supporting the DE team by providing feedback on important projects, documents, and course shells that have been created to help faculty in all areas of their online instruction, be it building modules, creating video lectures, or using graphic design elements. This sabbatical will help my colleagues by strengthening my coaching, helping them integrate digital tools in all modalities of their courses: face-to-face, hybrid, or fully online. With the knowledge I glean from taking these classes, I could also add to the kinds of trainings we offer to the larger DVC campus community.

\*Note: Please see the letters of support included with this application.

2. *How will it enhance and/or improve your background and professional competence?*

From the onset of the pandemic, literally overnight, my level of competence was challenged. Lectures became recorded videos, discussions happened over Zoom, hallway conversations with colleagues disappeared. What became evident to me right away was the fact that I needed to step up my online courses fast. Luckily, I had taken Becoming an Effective Online Instructor (BEOI) the summer prior to COVID because I heard how useful it was for some of my colleagues. I began implementing what I learned into my own classes. When we were on lockdown and the whole campus community was teaching online, I found myself returning to that practice Canvas shell from BEOI and pulling what I could use from it in my courses that had been converted from face-to-face to online (in March, 2020). Some of the graduates of the early version of BEOI were asked to coach for DVC's Digital Learning Lab, and I was one of them.

I've heard it said that we learn most when we have to teach something. This has been absolutely true with the Digital Learning Lab. I have often immediately taken something we discussed at coaching sessions and integrated that technique into my classes. A quick example is Hypothesis, an annotation tool: as soon as someone asked about it and we figured it out together, I put up a reading assignment in my classes that required annotations using Hypothesis, and students really took to it. Now, it's just a part of what I do when I plan a unit or build a module. My professional competence, out of pure necessity, has developed because I had to rely on technology. And now that we are not in crisis mode, per se, it's time to build on the foundation that COVID required of us.

For these reasons, I know that taking the series of classes required for the certificate at Cal State University East Bay will improve my background and professional competence by allowing my teaching to evolve with the latest technology, and I can help my students evolve, as well. I will be a better, more experienced teacher because of it.

3. *How will it relate to your ongoing professional assignment?*

This sabbatical project will relate to my ongoing professional assignment by:

- 1) informing and strengthening my online, hybrid, and face-to-face teaching.
- 2) creating an opportunity for me to play an active role in the English department's online committee.
- 3) opening up the possibility of serving as the chair of the online committee if needed.
- 4) giving me training to provide professional development for my English department colleagues.
- 5) allowing me to integrate my newfound skills when I coach in the college's Digital Learning Lab.

4. *How are the breadth and depth of the project appropriate for the sabbatical leave rather than the regular teaching year?*

The eLearning Technology certificate at CSU East Bay is a full-time online program. Should I be given the opportunity to do so during this sabbatical, I will complete 12 units of post-baccalaureate/graduate work. Taking this number of units would be impossible during a typical semester as a full-time DVC instructor with teaching, department, and college-wide duties. In addition to preparing courses and reading/grading written assignments, I am also doing committee work: I am currently on the Composition committee, the ESL committee, the Anchor Papers Project handbook committee in addition to serving on a hiring committee for a full-time ESL instructor. This year, I have also participated in the Welcome Day webinar for the college, given feedback on many Distance Education projects, courses, and documents, and coached faculty in the college's Digital Learning Lab. Participating in this eLearning Technology certificate program takes the kind of time I do not have in the regular school semester.

Name

## PROPOSED OBJECTIVES AND EVIDENCE OF COMPLETION

*(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubrics 5 and 6). Note that Rubric 6 regarding the "Proposed Evidence of Completion" is weighted twice that of all other rubrics.*

Identify specific objectives and describe in detail the evidence that will accompany your report, which indicates that you have met each objective. The product of your approved sabbatical leave program will be subject to review by the Sabbatical Leave Committee at the time of making your final report. Examples follow:

### ***Institutional study***

**Objective:** 9 units of graduate level history courses as indicated on Form A will be taken at ... University.

**Evidence:** (Here you would describe the transcripts, class notes, exams, class projects, etc., you would submit as evidence of completing these units.)

### ***Travel***

**Objective:** Travel to archeological zones in Central America.

**Evidence:** (Here you would describe exactly what you plan to submit to document your sabbatical leave travel. You should specify the kinds of things you will present, like journals, artifacts, and slides, and you should give the committee an idea of the extent of the evidence by specifying the minimum number of slides, pages in a journal, number of museums, etc. If you so state, you must provide tangible evidence in your final sabbatical leave report that you have, in fact, written the minimum number of pages you proposed, visited the minimum number of archaeological zones you proposed, etc.)

### ***Professional study and/or creative study***

**Objective:** Compose a musical score or write a textbook.

**Evidence:** (Here you would clearly indicate the scope of the project, including the minimum number of pages you plan to write, approximate length, an outline of the contents, description of the complexity, etc.)

The Committee will rely on the information you provide in the evidence section to determine if you have met the contractual obligation of the leave.

### **Institutional Study**

**Objective:**

12 units of post-baccalaureate/graduate-level courses in eLearning and Technology, as indicated on Form A, will be taken at CSU East Bay Extension online.

**Evidence:**

I will submit the transcripts of these courses along with all final projects.

(Based on the course descriptions listed in Form A, the final projects might include a portfolio that showcases the learning objects I have created, a mobile learning app that I have built, a final written analysis of the changes in the profiles of online learners, and projects that address the needs of students with accessibility challenges, which may include how to create better videos, podcasts, engaging still images, presentations that maintain focus, and interactive/animated content; there may be other projects that I complete and will know more about upon taking the courses, which I will include as evidence.)

Here are the CSU East Bay links:

<https://ce.csueastbay.edu/ce/programs/elearning-certificates/>  
eLearning Certificates | California State University, East Bay | California State University, East Bay  
(csueastbay.edu)

Name

## INSTITUTIONAL STUDY Form A

<i>Name of Institution</i> California State University East Bay Extension		<i>Place of Institution</i> Online	
<i>Period of Attendance</i> Fall, 2022: 12 graduate-level semester units to be attempted (the column on the right would not allow me to input the number of units, so I am including the number of units here)	<b>UNDERGRADUATE LEVEL</b> <input type="checkbox"/> Semester units to be attempted* <input type="checkbox"/> Quarter Units to be attempted *(Minimum 12 semester units) *(Minimum 18 quarter units)  <i>*Neither continuing education units (CEUs) nor courses taken from unaccredited institutions will be considered as Institutional Study. Please see Professional Study Form C.</i>	<b>GRADUATE LEVEL</b> <input checked="" type="checkbox"/> Semester units to be attempted* <input type="checkbox"/> Quarter units to be attempted *(Minimum 9 semester units) *(Minimum 13.5 quarter units)  <i>*Neither continuing education units (CEUs) nor courses taken from unaccredited institutions will be considered as Institutional Study. Please see Professional Study Form C.</i>	
<b>Accepted for Admission:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Other <i>If "Yes," attach evidence of admission.</i> <i>If "Other," explain:</i>		There is no official application process for this program; only submission of my Bachelor's degree transcripts from UC Irvine is required, and I have sent those in. Enrollment for Fall 2022 courses begins in Summer 2022, so I will enroll in my courses at that time.  (See next page for the list of courses)	
List courses and unit value from the institution's catalogue. In case your choice of courses is not available, please indicate substitutions. (The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Be sure that the scope of your studies is clearly defined.) <i>* A full load is considered to be 12 semester units of undergraduate work or 18 undergraduate quarter units, or 9 semester units of graduate work or 13.5 quarter units at an accredited college/university.</i>			

The program description in the CSU East Bay Catalog:

### Certificate in eLearning Technology

The Certificate in eLearning Technology focuses on effectively using learning technology to design and construct online learning environments through the exposure to various eLearning systems, tools, technology, research, and design methodologies. Throughout the program, you'll utilize adaptive learning tools, such as productivity tools, multimedia tools, content authoring tools, engagement tools, lecture capture tools, and other eLearning tools to develop new online learning modules that can be tailored to a wide variety of fields.

The series of post-baccalaureate/graduate courses at CSU East Bay that I need to complete the certificate in eLearning Technology are as follows:

- OTL 603: Technology Tools for Online Instruction (3 semester units)
- OTL 608: Critical and Contemporary Practice in eLearning Design and Technology (3 semester units)
- OTL 681: Creating Digital Media for Online Instruction (3 semester units)
- OTL 682: Designing and Implementing User Interface for Online Instruction (3 semester units)

### Course Descriptions:

#### OTL 603: Technology Tools for Online Instruction

This course focuses on the exploration of technology tools for online instruction. Throughout this course, you will explore various technologies while producing a final portfolio that showcases the learning objects you have created. The main purpose of OTL 603 is to design and construct online environments for teaching and learning. You will investigate different aspects or themes that should be considered in the development of your online courses or modules while experimenting with educational technology and tool adoption guidelines.

#### OTL 608: Critical & Contemporary Practice in eLearning Design and Technology

It is essential for eLearning professionals to keep current in the field. Activities included but not limited to career outlook analysis, labor data analysis, gap analysis, critical issues examination, and in-depth discussion and implications surrounding the eLearning design and technology. Some topics covered in the class may include analyzing changes of online learners profile and changes to the eLearning design, technology, and/or administration over the last 20 years and formulating a strategy on implementing a successful online program based on recent eLearning developments. This course will require students to log in 3-4 days per module, and most will spend from 15 to 20 hours per module. There are 8 modules in this course.

#### OTL 681: Creating Digital Media for Online Instruction

This course will focus on making multimedia materials available in the online classroom with texts, images, sounds, videos, and animations. This course will also look into the needs of students with accessibility challenges. This course may include how to create better videos (including Zoom), podcasts for your busy multitasking students, engaging still images, presentations that maintain focus, and interactive/animated content your students will remember. Includes practical production techniques like lighting and sound with no/low cost equipment already in a typical home.

#### OTL 682: Designing and Implementing User Interfaces for Online Instruction

This course explores analysis, development, and evaluation in the context of building a mobile learning app. Your app will be tested and ready to deploy at the end of the course. Options with the course are available for all levels of tech skill, including options that will help you prepare your app for distribution in the Apple and Google app stores (not required).

### \*Substitutions:

#### OTL 602: Instructional Methods for Online Learning

Teaching models and their relationship to curriculum development, student learning, assessment, and learning psychology. Special attention to the application of models of teaching to online instruction, differentiated learning, various teaching and learning situations, and accessibility issues.



#### OTL 604: Designing Curriculum for Online Instruction

This course is designed to develop your knowledge and skills in designing a curriculum for online delivery. It will involve pedagogical and andragogical strategies including objectives, assignments, assessments, adapting content to line technology and media, and accommodating varied learning modalities. The course requires collaboration and participation as many great ideas come from other students in the course. We begin with the assumption that you have already formulated an idea for a course you would like to design for the online environment.

\*Note: In talking to the director of CSU East Bay's extension program, I was assured that their courses are rarely, if ever, cancelled. However, should any one of the required courses be cancelled in the fall, I will take one of these substitution courses to replace it. In the case that the newly established group of courses does not earn a certificate, I will still have taken 12 semester units of graduate study in technology and design, working toward the same outcome presented in this application: to significantly improve my own and my colleagues' online instruction.

\*Note: I am taking an introductory course this summer: OTL 601 (Introduction to Online Teaching and Learning).

Name

TRAVEL Form B		
<b>Plan: Itinerary</b> <i>(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Be sure that the purpose, duration, and schedule of your travel are clearly delineated.)</i>		
Place	Duration of Visit	Purpose
Place		

Name

## PROFESSIONAL STUDY AND/OR CREATIVE STUDY

### Form C

*(The Sabbatical Leave Committee will utilize this information as the basis for scoring Rubric 7. Units completed at any unaccredited and/or international institutions will not be considered. Be sure the kind and scope of your study methods, resources, and activities are clearly delineated. Include an estimate of the time that will be spent engaged in various activities.)*