

SABBATICAL LEAVE

A Sabbatical leave is an opportunity for full-time faculty to experience intellectual growth and professional development. Sabbatical leaves are intended to add to the effectiveness of the faculty member in the performance of his/her responsibilities and/or clearly accrue benefit to the College and students.

Criteria:

- Contribution of the sabbatical leave to the effectiveness of the individual's ability to perform professional responsibilities.**
- Value of the sabbatical leave to the students.**
- Value of the sabbatical leave to the College.**
- Value of the sabbatical leave to the individual faculty member.**
- Impact of proposed leave on professional stature of the applicant.**
- Urgency of need for sabbatical leave.**

RECENT SABBATICALS

Pascuala Herrera
Creating an Accessible Learning Environment

Dr. Caryn Levington
**Outreaches Designed to Promote the Psychological
Well-being of our Students**

CREATING AN ACCESSIBLE LEARNING ENVIRONMENT

Sabbatical Leave Project, Spring 2017

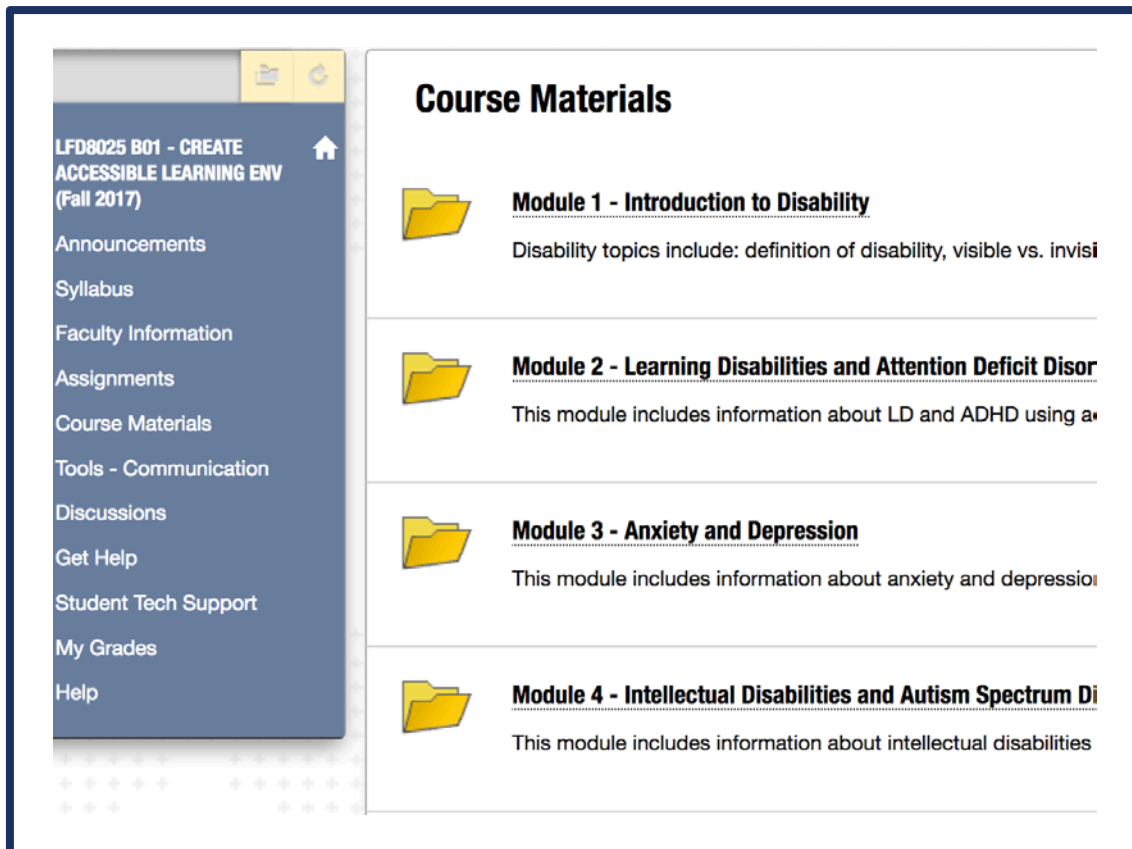
Pascuala Herrera
Professor
Accessibility Specialist

PROJECT DESCRIPTION

- Researched ten of the most common disabilities and how each classroom can be made accessible regardless of the disability a student may have.
- Developed six modules using real student case studies:
 - First module gives an overview of disability law, appropriate use of language, the social model vs. the medical model, and universal design.
 - The remaining five modules covered two disabilities each, beginning with invisible disabilities followed by visible disabilities.
 - Each module includes practical strategies to make the classroom accessible.
- Using SoftChalk software and Blackboard, I created a fully accessible online course.

BLACKBOARD | COURSE DESIGN & MATERIALS

Course Design



The screenshot displays the Blackboard Course Design interface. On the left is a navigation menu for the course 'LFD8025 B01 - CREATE ACCESSIBLE LEARNING ENV (Fall 2017)'. The menu items include: Announcements, Syllabus, Faculty Information, Assignments, Course Materials (which is highlighted), Tools - Communication, Discussions, Get Help, Student Tech Support, My Grades, and Help. The main content area is titled 'Course Materials' and lists four modules, each with a folder icon:

- Module 1 - Introduction to Disability**
Disability topics include: definition of disability, visible vs. invisible
- Module 2 - Learning Disabilities and Attention Deficit Disorder**
This module includes information about LD and ADHD using a...
- Module 3 - Anxiety and Depression**
This module includes information about anxiety and depression...
- Module 4 - Intellectual Disabilities and Autism Spectrum Disorders**
This module includes information about intellectual disabilities...

BLACKBOARD | MODULES

Course Materials > **Module 1 - Introduction to Disability**

Module 1 - Introduction to Disability

- Introduction to Disability Class One PowerPoint**
- Introduction to Disability**
Attached Files: [Introduction to Disability Lesson \(12.062 KB\)](#)
This module includes general information about disabilities.
- Social Justice Perspective Article**
- Communication Guidelines**
- Module 1 - Introduction to Disabilities**
Participation Points are earned by active participation in class and on discussion on the discussion boards during the duration of the course.

Modules

SOFTCHALK | LESSONS

Introduction to Disability Issues and the Law

Making Your Classroom Accessible for Students with Disabilities

Contents ▾ Next ▶ 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

[print all](#)

INTRODUCTION

This educational manual was created as a Sabbatical project in spring 2017, by Pascuala Herrera, a faculty member at [William Rainey Harper College](#) and a Disability Specialist working in the Access and Disability Services ([ADS](#)) department since 1991. It was created to equip teaching faculty and other educators in a postsecondary setting with a greater understanding of disability, the educational barriers of students with disabilities, and to offer effective teaching strategies for advancing for the persistence and success of individuals with disabilities in higher education. The manual includes a compilation of current disability information and teaching methods obtained by researching the field of disability services, along with direct personal experience obtained while working for over twenty years with thousands of students with disabilities attending Harper.

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[INTRODUCTION](#)

[OBJECTIVES](#)



OUTCOMES

- With support from the Academy for Teaching Excellence, offered and taught an eight week 3-credit, blended Graduate Equivalency Course (GEC) Fall 2017. Have offered to repeat the course.
 - 14 faculty registered and all gave very positive feedback.
 - “I enjoyed everything about this course. It has been the best GEC I’ve taken at Harper...the guest speakers were a highlight. Their personal stories put a face to the material.”
 - “I now have a vocabulary, strategies and a new awareness of how I can advocate for people with disabilities.”
 - Invited guest speakers to each class, including current students and alumni, to speak about their experiences.

OUTCOMES

- Participated in the Technology Fair during Spring Orientation.
 - Demonstrated the course and steps I took to make it fully accessible.
 - Stressed the importance of making ALL learning environments accessible, even online courses.
- Offered a webinar, attended by 55 registrants, which was well received.
- Conducted professional development training on how to work with students with disabilities for the Enrollment Services and Student Development divisions.

BENEFITS

- The college, faculty, and staff benefit because:
 - Disability is part of diversity and inclusion.
 - Accessibility is everyone's responsibility.
- Personal Benefits
 - Brought to life the vast experience I have had in the past 25 plus years at Harper.
 - With this project, I feel I have left a legacy.
- Student Benefits
 - Individuals who participated in the GEC, are now more aware of how best to serve our students with disabilities.
 - There are more allies on campus.



THANK YOU

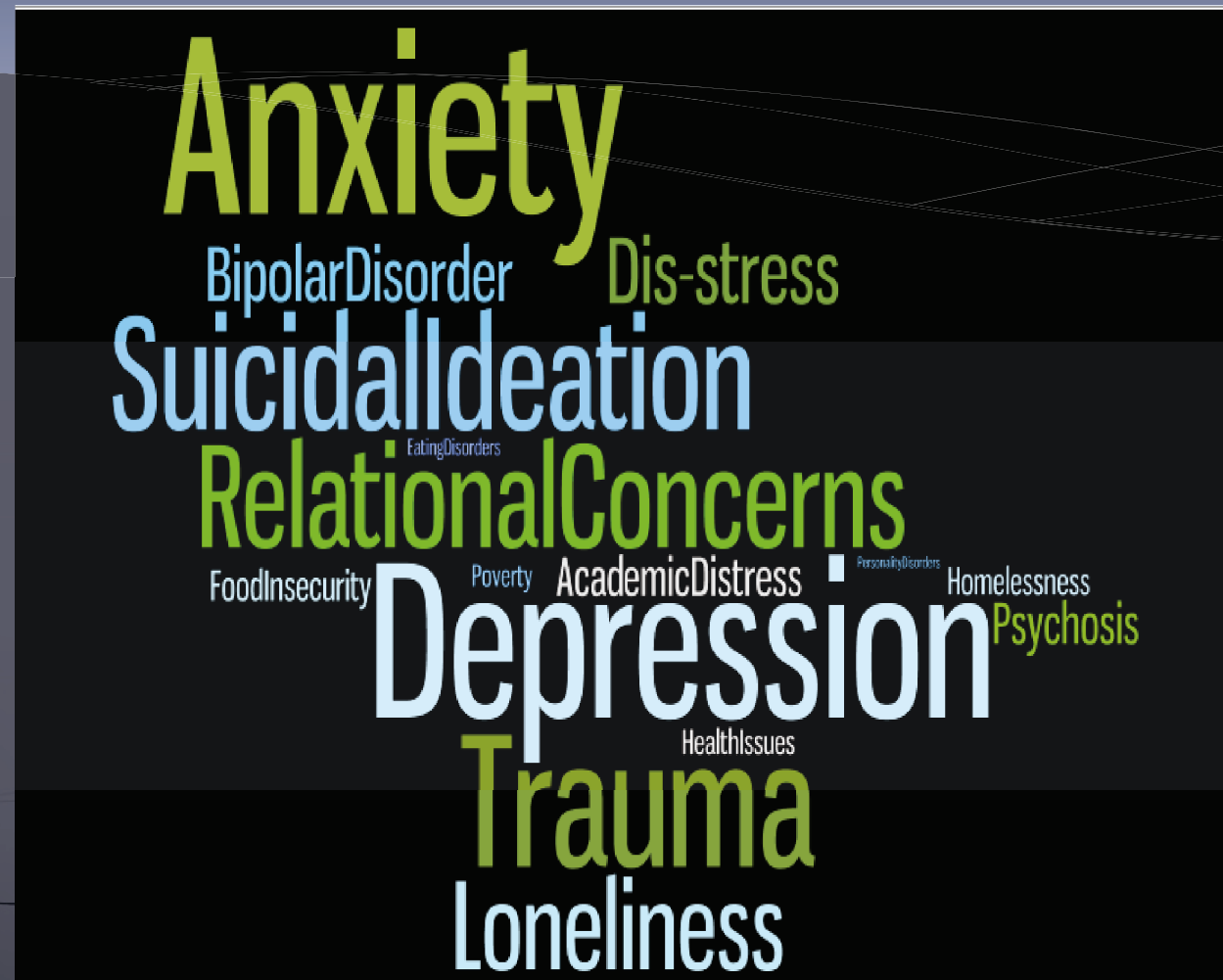
Thank you for the opportunity to grow
professionally by approving my sabbatical leave!

Online sabbatical outreaches designed to promote the **psychological** well-being of our students

Dr. Caryn Levington

Board of Trustees Meeting

February 21, 2018



Module hubs:

Created with SoftChalk for Universal Design

Student modules (5 online outreaches):

<http://dept.harpercollege.edu/psych-services/outreach/>

Parent module:

<http://dept.harpercollege.edu/psych-services/community/parental/index.html>

Faculty module: <http://harper-academy.net/faculty/levington/classroom/index.html>

Feedback thus far:

Students: *“Helpful”; “I feel less alone”; “I know more about my anxiety”; “Good info.” “Came to PS because I knew I would be supported”; “Now I get that I’m depressed - but I am a strong person, too”.*

Faculty members: *“Inspired me to think differently about students”; “A great overview of services for classroom management”; “There are things I can do to show I care”; “Wow – our students lives are complex”.*

Additional sharing: (faculty orientation week programs):

- *The Healing Classroom: Classroom Management 2.0*
- *Promoting Student Psychological Wellbeing*

Thank you

Sheryl Otto
Judy Marwick
Chris Dobson & the Academy
Board of Trustees
Dr. Ender