

EL CAMINO COLLEGE**FACULTY SABBATICAL LEAVE APPLICATION**

NAME Monica Lanier DIVISION Counseling PHONE EXT. 7805 DATE 11/3/22
SEMESTER/YEAR FIRST EMPLOYED FULL-TIME AT ECC Spring 2015
(Semester) (Year)

PREVIOUS FACULTY SABBATICAL AT EL CAMINO COLLEGE? Yes ___ No X If yes, date of leave _____

PREVIOUS LEAVES OTHER THAN SABBATICAL AT EL CAMINO COLLEGE? Yes ___ No X

If yes, what type of leave? _____

HAVE YOU EVER BEEN ON A REDUCED LOAD? Yes ___ No ___ If yes, dates and what percentage none

PERIOD OF TIME REQUESTED:

Full Year 2023-24* ___ Half Year**—Semester: Fall 2023 X Spring 2024 ___
(*full year, half-pay) (**half year, full-pay)

If you do not have enough seniority to qualify for the traditional sabbatical leave, would you be interested in a one-semester, half-pay sabbatical? Yes X No ___

TYPE OF SABBATICAL REQUESTED:

- X **A.** Formal class work in pursuance of an advanced degree or to increase the applicant's proficiency in the applicant's teaching field to be six (6) graduate semester units or twelve (12) undergraduate semester units or an equivalent measured in quarter units. A summer sabbatical for the purpose of study will be four (4) graduate units or eight (8) undergraduate units or the equivalent in quarter units per summer. (Note: Type of classes to be taken and institution of study **MUST BE ATTACHED** to this application.)
- ___ **B.** A foreign language instructor's extended visit to the country in which the language the instructor normally teaches, or will soon teach, is universally used; or an ESL Instructor's extended visit to a country in which the dominant language is also the native language of a substantial number of students in the College's ESL program.
- ___ **C.** The writing of a textbook for which there is a commitment to publish extended by a recognized publisher. (Note: The commitment to publish **MUST BE ATTACHED** to this application.)
- ___ **D.** The writing of computer software for instructional use. A description of the proposed software and its intended use shall be submitted in writing. (Note: See note on page 5 of Information Re Application for Sabbatical Leave.)
- ___ **E.** Formal class work in pursuance of proficiency in a discipline other than the Faculty Member's instructional discipline provided that the Vice President-Academic Affairs determines in advance that there is need for such supplemental study and approves the study program submitted by the Faculty Member. (Note: Approval must first be granted from the Vice President-Academic Affairs, and such approval **MUST BE ATTACHED** to the application.)
- ___ **F.** A program of independent study in the applicant's teaching field other than formal class work as described in subsection (a). Such program shall be arranged through an educational or research foundation, government agency, or an accredited institution of higher education, or a technical or business entity. It shall be submitted in writing and shall be evaluated on the basis that it is designed to increase the applicant's proficiencies in the applicant's field. (Note: El Camino College can serve as the accredited institution of higher education with an appropriate ECC employee serving as advisor.)
- ___ **G.** A program of independent study for Instructors in fine arts, which program shall be submitted in writing and shall be evaluated on the basis that it is designed to increase the applicant's proficiencies in the applicant's field.

SUMMARY OF SABBATICAL PLAN: (attach separate sheet)

Will you receive any kind of grant or additional compensation aside from your District salary during this sabbatical leave?

Yes ___ No X

If yes, specify _____

(See Agreement, Article 13, Section 4(h).)

If sabbatical leave is approved, I understand that any variance or change in this application and plan must be approved by the Sabbatical Leave Committee at least 90 days prior to the effective date of the leave.

I also understand that I must submit a written sabbatical leave report upon completion of my sabbatical leave.

Faculty Signature: _____

Division Dean's Signature: _____

11/7/2022

Summary of Sabbatical Plan: Monica Lanier

I am requesting a sabbatical leave in order to take graduate-level courses to increase my proficiency in my field—counseling. I would complete 6 units through the University of Laverne, Extension program.

The courses that I plan to complete—Bridging the Culture and Poverty Gap in

Education and Hispanic Culture-Past Present and Future are on topics to assisting in further understanding issues facing disproportionately impacted students. These students continue to face achievement gaps in education. In the counseling division, we have made it a goal to target our DI students and do our part to help close these gaps. Since El Camino is a designated Hispanic Serving Institution, this is even more imperative for us to make this a top priority for all of our DI students.

The goal is to provide the knowledge gained during my training to share with the campus community on how we can continue to strive to improve the success rates of our disproportionately impacted students/students of color.

I would more specifically become a student seeking knowledge and understanding of how "community focused" teaching and learning shape how we can engage our students and their cultures.

These courses that I plan to take will give specific research and strategies for improving academic achievements and life readiness for DI students attending El Camino College. This highly beneficial information is for educators that are already working in this field and focused on making change. I know that taking these courses— Bridging the Culture and Poverty Gap in Education and Hispanic Culture-Past, Present and Future will help as I grow professionally as a Counselor and also provide necessary knowledge to share with the college.

Course Details

Hispanic Culture: Past, Present and Future

Course #: EDUC_716I

Would you like to learn more about the fastest-growing population in the United States? This comprehensive course provides great insight into the many facets of the Hispanic Culture in order for you to better relate to these students, their families, and communities. Through a thematic, rather than an encyclopedic approach, gain an understanding and appreciation of the sociological, economic, political, historical, and religious facets of the dynamic Hispanic Culture. Take a fascinating journey exploring the past and present of thirty-three countries of Latin America and the Caribbean and learn how all of this relates to the present and future of the United States.

From Mexico to Tierra del Fuego, and from Cuba to Trinidad and Tobago, beginning with the legacies of the European conquerors, Dr. Winn examines a full spectrum of subject matter. This includes ones concerning: national identity, economic development, religious matters, race relations, diplomatic matters, cultural issues, illegal activity, immigration, and the treatment of women.

This topical course offers an accurate, balanced, and wide-ranging overview of the Hispanic Culture, which by 2050, if current trends continue, may comprise one-quarter of the U.S. population. Whether you are a teacher, administrator, counselor, or educational consultant, you will be anxious to put this relevant information into practice within your classroom, subject area, and/or school.

This course is applicable towards the following certificate(s):

*[Contemporary World History and Politics](#)

*[Instructing and Supporting English Language Learners](#)

Visit our [Certificates](#) page for more information.

Professional development courses for teachers.

Top Reasons to Enroll Online!

- * Easy, self-paced platform
- * Freedom to work on your course where Internet is available
- * Requires only basic computer skills
- * No papers or handouts to accidentally lose
- * Receive books and/or DVDs in the mail

Semester Credits: 3

Cost: \$405.00

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Course Details

Bridging the Culture and Poverty Gap in Education

Course #: EDUC_716G

Is the glass half full or half empty? A brain that is susceptible to adverse environmental effects, such as poverty and adverse childhood experiences, is equally susceptible to the positive effects of a rich, fully balanced learning environment and caring relationships. Be a part of the movement that is building students' resilience, self-esteem, and character as schools improve the academic achievements and life readiness of students of poverty and different cultures. This revolutionary concept is a proven strategy that desires to reach every student. In the end, it is a win-win for students, schools, and the future of America.

Whether you are a teacher, administrator, counselor, or educational consultant, you will benefit from the outstanding research and experience of the highly-respected education experts. Through their extensive backgrounds in brain research, education, curriculum alignment, transformational leadership and school improvement, learn how to implement a comprehensive set of instructional strategies and motivational tools to make a significant impact in student learning when adverse childhood experiences and poverty come into play. This comprehensive framework is conveyed in a concise, reader-friendly format that walks educators through the philosophies, research, and strategies behind this approach. Focus is also placed on a whole-staff approach to wellness to meet the needs of students with adverse childhood experiences.

This course is applicable towards the following certificate(s):

*Motivation and Classroom Management

*Instructing and Supporting English Language Learners

Visit our [Certificates](#) page for more information.

Professional development courses for teachers.

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