

**SABBATICAL LEAVE AWARDS**  
**for**  
**2006 - 2007**

**Dr. Wilbur Curless**

1. In order to enhance and improve the curriculum of OCE 1001, OCE1001L, BSC 1011, BSC 1011L and BSC 1050, I will study the paleoceanography, paleobiology and paleoecology of the planet's ancient oceans. This will involve intensive studying at the Field Museum of Natural History (Chicago), American Museum of Natural History (New York), Smithsonian Institution (Washington, D.C.) and the museum of paleontology at the University of Kansas and University of Wyoming. My studies will focus on ancient marine vertebrate communities and ancient marine environments. On-site studies will be done at an ancient brackish water lake in Fossil Butte, Wyoming, Devonian-Silurian sites in northern Kentucky, and ancient marine sites in Montana/Kansas where prehistoric sharks/mosasaurus have been found, respectively. Photographs, specimens of fossil fishes, casts and molds of skeletal fossils will be obtained for use in the above classes. This will greatly upgrade the hands-on instruction of marine communities and ecosystems in these classes.

2. In order to upgrade and improve the curriculum of BSC 1011, BSC 1011L and BSC 1050, I will study intensively the systematics, morphology, biogeography and paleobiology of dinosaurs at an array of museums in Colorado-Utah-Wyoming-Montana which have enormous collections of dinosaur materials. I will visit and photograph dinosaur trackways/specimens of dinosaurs at excavation sites in Rabbit Valley (Fruita, Colorado), Egg mountain (Montana) and Dinosaur National Monument (Utah). Several weeks will be spent in Montana at the Museum of the Rockies studying dinosaur breeding sites, eggs and embryos. This will generate a substantial amount of hands-on materials for out lecture/labs in these sciences.

3. In order to enhance, upgrade, expand and improve the curriculum content of Rel 2300 (Major Religions of the World), I will study the native American traditions concerning Shamanism, spirituality and the role of the environment in native American values. These studies will be conducted at the new National Native American Museum at the Smithsonian Institution and at several tribal colleges, focusing especially on the traditions of the Lakota, Shoshone-Arapaho and Apache tribes. This will buttress the content and diversity of views covered in this comparative religion course.

**Professor Regina Dilgen**

I plan to pursue graduate course work in the Women's Studies Department of Florida Atlantic University in Boca Raton, Florida. These courses will enrich my teaching in the course I developed and teach here at PBCC: LIT 2380, Women in Literature. The course work will also increase my understanding of current trends and theories in the humanities and social sciences, and thus help me generally to stay current as a scholar/teacher. I plan to have earned at least 18 graduate credits in WST (Women's Studies) courses by the end of the spring 2007 term, and I plan to use some of the leave time to develop another course proposal for PBCC: Introduction to Women's Studies. This leave time would also allow me to confer with colleagues at FAU as I develop the course, some of whom have already offered to assist me in this way.

**Professor Jay Domnitch**

**Objectives:**

1. Create an online SCORM (Shareable Content Object Reference Model) Learning Object Repository.
2. Secure web space and a domain name for objective 1.
3. Strategically organize the repository for easy navigation etc.
4. Design at least ten math-related learning objects using many of the following technologies:
  - a. Microsoft PowerPoint
  - b. Macromedia Flash
  - c. PHP/MySQL scripting
  - d. Visual Basic scripts
  - e. JAVA scripts
  - ...and others
5. Solicit ideas and "sketches" of learning objects from professors in a variety disciplines.
6. Through collaboration with faculty from other disciplines, create at least 6 learning objects.

**Description of a Learning Object:**

A Learning Object is any digital resource that can be reused to support learning. The term "learning objects" generally applies to educational materials designed and created in small chunks for the purpose of maximizing the number of learning situations in which the resource can be utilized.

**Learning Objects should meet the following criteria:**

- a. Small, independent "chunks" of knowledge or interactions stored in a database – can be presented as units of instruction or information.
- b. Based on a clear instructional strategy – intended to cause learning through internal processing and/or action.
- c. Self-contained – each learning object can be taken independently.
- d. Interactive – each learning object requires that students view, listen, respond or interact with the content in some way.
- e. Reusable – a single learning object may be used in multiple contexts for multiple purposes.
- f. Able to be aggregated – learning objects can be grouped into larger collections of content, including traditional course structures.
- g. Tagged with metadata – every learning object has descriptive information allowing it to be easily found by a search.

**Learning Objects let you have learning that is:**

- a. Just enough – if you need only part of a course, you can use the learning objects you need.
- b. Just in time – learning objects are searchable; you can instantly find and take the content you need.
- c. Just for you – learning objects allow for easy customization of courses for a whole organization or even for each individual.

**Quality Standards: The learning object...**

- a. Shows a clear purpose, i.e., is immediately relevant to the learner.
- b. Supports the competency at the appropriate level (Bloom).
- c. Helps learners understand the concept being presented.
- d. Is able to be applied to courses in different subject areas.
- e. Is able to be applied to different programs of study.
- f. Can be grouped into larger collections of content, including traditional course structures.
- g. Requires interaction on the part of the learner with the learning materials, i.e., responding and acting to apply higher-order thinking skills.
- h. Can stand alone, i.e., is not dependent on external sources (textbook chapters, videos)
- i. Contains all information and materials needed by learners to complete the activity, e.g., introduction, conclusion, learning content.
- j. Is easy to use for the learner and instructors.

**How will instructors (et al) submit their RLO (Reusable Learning Object) ideas?**

Any PBCC employee (including part time employees and adjunct instructors) may submit her/his ideas for a learning object. These sketches should be submitted to the designated project leader. Submission of an idea or sketch does not guarantee the RLO will be posted in the repository. In addition to the Quality Standards listed above, the sketch (story board) of the object must be in a digital format. If the instructor is not familiar with an internet scripting language or online display software (such as Macromedia's Flash), s/he may submit it as a PowerPoint presentation. The designated project leader will make every effort to post the object to the repository. The project leader may ask that the outline for the object be rewritten or modified. The creator of the object has the right to edit the object in any way; however, only the project leader or PBCC maintains the right to remove a learning object from the repository.

**Professor Wendy Hartman**

I will attend Florida Master Naturalist courses offered through the University of Florida. There are three courses; Freshwater Wetlands, Coastal Systems and Upland Habitats. I will try to take all three courses during the Sabbatical Leave Term to become a Florida Master Naturalist.

**Professor Lois Pasapane**

Next year, I would like to spend the Spring Term expanding our Human Services Program. There is a great need in our community for people to work in the social services field, and I would like to reach out to those agencies to introduce them to our programs, both AS and Certificate, and see how it fits with their agencies. I want to make sure that the courses and their content in our program are appropriate and meet the needs of our community. I want to increase the number of fieldwork placements for our Human Services students who are required to complete two semesters of internship experience. I want to ensure that we are preparing our students to work effectively in the social service areas while helping our students gain better experiences for training and eventual job opportunities.

I would like to actively seek out agencies that would want to partnership with PBCC in sending their employees here to earn either the certificate or AS/AAS Degree. I also would like to work with local universities to create an articulation agreement for our graduating AS students. I believe that an articulation agreement would make the program more viable for students who wish to pursue higher level degrees in social work and the counseling psychology fields.

My goals for the sabbatical leave time are:

1. To increase awareness of our Human Services Programs.
  2. To gain new fieldwork sites for student internships.
  3. To create partnerships with social service agencies in providing educational opportunities.
  4. To create articulation agreements with local universities.
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