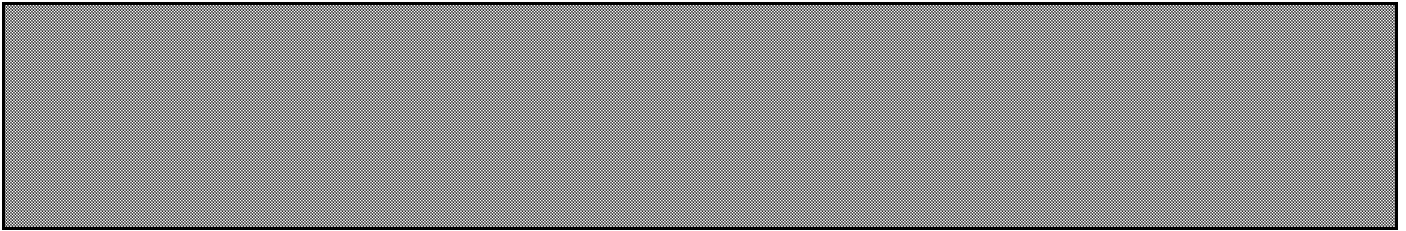


**SECTION V.
SABBATICAL LEAVE APPLICATION**

Name Denise M. Speer		Date 12/7/16
College Los Medanos College	Teaching field(s) Biology	
Sabbatical leave period requested Fall, 2017	Years of service in CCCCDC 25	
<p>Have you had previous Sabbaticals? If "yes" give time period(s) and activity (activities).</p> <p>Yes. I wrote a lab manual for BioSc 40 Human Anatomy and an accompanying Photographic Atlas of Histology during a one semester sabbatical taken during Fall, 2009</p>		
<p>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.</p> <p><input checked="" type="checkbox"/> X Institutional study (complete Form A) <input type="checkbox"/> Travel (complete Form B) <input type="checkbox"/> Professional Study and/or Creative Study (complete Form C)</p>		
<p align="center">GENERAL SUMMARY OF SABBATICAL PROGRAM (GIVE A 100-WORD MAXIMUM STATEMENT)</p> <p>In order to become qualified to teach NUTRI 055, Intro to Human Nutrition, I recently started a Masters Degree Program in Nutrition and Human Performance at Logan University, a matriculated program at an accredited institution. I am doing this in addition to my regular teaching and college duties,</p> <p>My intention is to use this Sabbatical to take three graduate level courses (9 units) in Nutrition at Logan during Fall 2017. This will reduce the time to complete the degree by one academic year, allowing me to begin teaching this course significantly sooner.</p>		



Name Denise M. Speer

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: How will it benefit students, programs, or staff/colleagues?

1. **Benefit to students** will be primarily from having a full time faculty member teaching Nutrition. This course has been solely taught by adjuncts for many years, as no full time Biology faculty member has the Masters in Nutrition required to teach this course. Having a full time faculty member teaching this course supports the LMC mission of providing quality educational opportunities that focus on student learning and success. The benefits include:

- * An increase in access to the professor from a greater number of office hours in comparison to adjuncts.
- * Having a professor whose demonstrated job commitment is 100% with LMC students and who has no other professional distractions/obligations.
- * Having a professor who has greater connection to and involvement with the LMC community as a whole; one who intimately understands the resources available on campus and who can quickly and efficiently provide referrals to the correct person or department when students need help outside of the classroom.
- * Providing the improved instruction, consistency and classroom experience that can be afforded by a committed full time professor.
- * I have a particular background and experience in the medical field. My expertise in this area would be a plus for the majority of our Nutrition students whose career goals are primarily in the medical field as well. I feel I will likely be a better teacher of this material than one whose background is solely in nutrition

2. **Benefit to Biology Program and Staff/Colleagues:** Management of individual Biology courses in our department operates by assigning a faculty member to be Course Lead. The Lead manages such things as mentoring and oversight of new hires and adjuncts teaching their course, doing course assessment and improvement, textbook selection and ordering, dealing with salespeople, etc. We recently instituted a policy that Course Leads must to be full time faculty. As Nutrition has always had an adjunct as the lead (no full time faculty member is qualified to teach it), this situation needed to be remedied. Our Biology Faculty are already stretched very thin in this regard, with most having two or more courses under their control. As I have recently moved to teaching only BioSc 30, I was the logical person to take on this task and am very happy to do so, though I have no background in Nutrition other than a very general one. Without a Masters Degree in Nutrition (MSN), I would be a course lead in name only, as this degree is required by the Education Code to actually teach the course. By this chain of logic, I need to obtain this degree so I can teach Nutrition and provide the following benefits to the Biology Department and the staff who work within it:

- * Provide better collaboration/communication between the Department and a Course Lead who is actively teaching the course (both are stated LMC Values). This improvement will likely be a result of increased understanding of needs of the course on the part of the Course Lead (myself), coupled with increased access and availability of a full time Course Lead as compared to adjunct faculty.

- * Provide for an increase in authority to quickly understand and institute changes when needed if the Course Lead is teaching the course. This includes full time participation in the ongoing Assessment/Improvement process
- * Less demand placed on Department Chair to make decisions when a full time faculty member is teaching the course.
- * Less Department time and frustration spent in the revolving door of hiring, evaluating and mentoring adjuncts.

Please see Document 1, department support letter.

3. In addition, it is my aim to quickly develop a 100% online version of Nutrition. This is a laborious and time consuming process, most suitable for a full time professor, not an adjunct. Having NUTRI 055 available online benefits all segments of the LMC Community (students, programs and staff). An online Nutrition course will:

- * Offer flexibility to students who work or have other commitments that make it hard to get to a traditional class.
- * Increase enrollments as of out of area students or those in our more outlying communities seek admission to LMC for online courses in general and Nutrition in particular. This has the added pluses of fostering community engagement and increasing our commitment to provide for changing needs in the community, both of which are core LMC values.
- * Decrease pressure on the Science Building to provide classroom space (a growing problem), allowing more opportunities for increased sections of traditional courses
- * Support the Biology Department goal of increasing the number of online courses offered. As Nutrition has no lab component, it is particularly suitable for this purpose, but creating an online version of Nutrition requires someone with a MSN, coupled with the commitment to course development that can be provided by full time faculty.

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

There are several ways in which this sabbatical will fulfill this rubric.

- * Since a Masters in Nutrition is required in order to teach this course, I must have the degree in order to be considered competent. If I am awarded a sabbatical, it will allow me to complete 3 courses in the Fall of 2017 instead of just one. This will decrease the time required to actually begin teaching the course by an entire academic year (please refer to question 4).
- * I also plan on continuing to teach BioSc 30, which includes a nutrition component. From what I have learned in the few short weeks I have been involved in the program, I can easily see my whole approach to that section of the course changing drastically for the better!
- * I also feel that taking a semester away from the classroom to focus my entire brain on an academic pursuit will increase my excitement and enthusiasm for my work when I return. I have been teaching the same courses for quite some time and the idea of teaching nutrition, something I am excited about anyway in my personal life, has already made me feel more positive about my work as a whole. This is in keeping with the stated college value of supporting life long engagement with academic and societal challenges. Additionally, I have found that stretching my brain into a new area and taking on a challenge such as this can have many unforeseen positive effects in other areas of my work and life and I am anxious to be able to complete this degree as soon as possible so that I may make my contributions felt all the sooner.

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

Completing the Masters in Nutrition will allow me to better coordinate the Nutrition course in my current role as Course Lead. I feel it is logical to conclude that someone who actually teaches the course that they lead can do a better job, and this degree is required in order to do that. To that end, our Department is committed to having a full time person both teaching and leading this course, so a Nutrition Masters is needed by someone in our department. With the Box2A situation the way it is, for me to earn this degree quickly, seems to be the most efficient and least expensive method for acquiring this competency in our full time Biology faculty

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

The program in which I am enrolled requires 12 3-unit courses, each of which requires 7-10 hours per week to complete. One course per semester is the suggested rate for full time working professionals. As I started the program in the beginning of January, I can assure you that this is sound advice. Attempting to double or triple up during the semester would certainly lead to a diminishment in the quality of my teaching and involvement in Department/College duties. In addition, since I am paying for this degree myself (about \$20,000), dropping classes with resulting forfeiture of tuition is not an option if taking more than one per semester proves to be excessive.

I plan on taking a higher number of courses during the summer break, but at the rate described above, the shortest timeline to complete the program will be the end of Fall of 2019. The ability to triple up afforded by a sabbatical shortens the timeline by 2 semesters, allowing me to earn my Masters in Nutrition by the end of Fall of 2018.

Name Denise M. Speer

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.

1. Objective – 9 semester units of graduate level courses required for the Logan University Masters of Nutrition and Human Performance Degree will be taken at Logan University.

2. Evidence of completion will be a transcript from Logan University indicating that I passed 9 units of courses.



10-22-92, Rev. 11-1-94; 10-22-13 (Sabb\Forms\app.frm)

Name Denise M. Speer

INSTITUTIONAL STUDY

Logan University

Please see Document 2 attachment for accreditation information or use this link:

<https://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=2016>

Please Note:

The Logan University Masters of Nutrition and Human Performance Program is entirely online.

1851 Schoettler Rd
Chesterfield, MO
63017

Period of Attendance

This sabbatical covers attendance during the Fall 2017 semester, Sept 6 – December 15, 2017

UNDERGRADUATE LEVEL

- Semester units to be attempted*
- Quarter Units to be attempted
*(Minimum 12 semester units)
*(Minimum 18 quarter units)

**Neither continuing education units (CEUs) nor courses taken from unaccredited institutions will be considered as Institutional Study. Please see Professional Study Form C.*

GRADUATE LEVEL

- Semester units to be attempted* 9**
- Quarter units to be attempted
*(Minimum 9 semester units)
*(Minimum 13.5 quarter units)

**Neither continuing education units (CEUs) nor courses taken from unaccredited institutions will be considered as Institutional Study. Please see Professional Study Form C.*

Accepted for Admission: Yes. See Document 3

If "Yes," attach evidence of admission.

If "Other," explain:

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.)

Please see Document 4 to view the catalog information on the Masters in Nutrition and Human Performance, or use the link below:

http://catalog.logan.edu/preview_program.php?catoid=10&poid=50&returnto=568

At the writing of this application, the courses I plan to take are:

Course #1 NUTR06202 Clinical Nutrition in Human Systems I 3 units

Course #2 RMET 05101 Research Methods 3 units

Course #3 NUTR06102 Natural Therapies 3 units

Any of the above CORE courses could be substituted with any of the following 3-unit CORE courses:

NUTR05301 Nutrigenetics and Nutrigenomics

NUTR06103 Program Planning

NUTR05202 Life Cycle Nutrition

or any of the 3-unit concentration courses listed below. As I have not chosen a concentration at the writing of this application, it's hard to be specific but I have narrowed it down to the following six:

HLTS06101 Health Education Concepts and Theories

HLTS06102 Media, Technology and Public Health

NUTR06204 Nutrition Epidemiology and Health Promotion

CLO07708 Gastrointestinal and Urogenital Diagnosis

CLO07709 Endocrinology

NUT05104 Gut Microbiome, Nutrition and Behavior

In the very unlikely situation that I have already completed Clinical Nutrition in Human Systems I, I would substitute Clinical Nutrition in Human Systems II, which is also 3 units.

* 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.

Name

TRAVEL

Plan: Itinerary (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.)

Place	Duration of Visit	Purpose

Name

PROFESSIONAL STUDY AND/OR CREATIVE STUDY

(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.)



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Statement of Accreditation Status as of January 17, 2017

Logan University
1851 Schoettler Road
Chesterfield, MO 63017
(636) 227-2100
www.logan.edu

**Previous names: Logan College of Chiropractic to Logan University (2000)*

The information on this page describes the accreditation relationship between this institution and the Higher Learning Commission. General information about the Commission and the accreditation process is provided at the end of this document. In addition, links to definitions are provided for many of the terms used.

Accreditation Information

Current status: Accredited

Candidacy date(s): 02/20/1984 - 02/26/1987
Accreditation granted: 02/27/1987

Most recent reaffirmation of accreditation: 2011 - 2012

Next reaffirmation of accreditation: 2021 - 2022

Upcoming or In-Progress Reviews

02/02/2018: Interim Report Assessment, General Education, Other

2021 - 2022: Comprehensive Evaluation

Most Recent History with the Commission

02/09/2016: Assurance Review Interim Report Requested

02/21/2012: Reaffirmation of Accreditation (PEAQ)

General Institutional Information

This section provides brief, general information about the institution's organization and scope. The information is self-reported by the institution through the annual Institutional Update to the Commission. Additional information can be found at nces.ed.gov/collegenavigator/ or on the institution's web site noted above.

Control: Private NFP

Degree programs (number in each category): Bachelors (2), Masters (3), Doctoral (2)

Certificate programs (number offered): 0

Off-Campus Activities (This listing was last updated: ; the information may not be current.) The institution's accreditation includes courses and programs at:

In-State: Campuses: None.

 Additional
 Locations: None.

Out-of-State: Campuses: None.

 Additional
 Locations: None.

Out-of-U.S.: Campuses: None.

 Additional
 Locations: None.

About HLC and Accreditation

Institutions of higher education in the United States seek accreditation through two types of accreditation agencies, institutional and specialized. Institutional accreditation agencies are classified as regional and national.

National accreditation associations focus on certain types of colleges such as trade and technical institutions, or religious colleges such as seminaries and bible colleges.

Regional accreditation agencies are recognized by the U.S. Department of Education to accredit degree granting colleges and universities. There are six regions of the U.S. in which regional agencies operate. The regional accreditation agencies have similar standards for accrediting colleges and universities.

Regional accreditation validates the quality of an institution as a whole and evaluates multiple aspects of an institution ranging from its academic offerings, governance and administration, mission, finances, and resources.

The Higher Learning Commission is a regional accreditation agency that accredits degree granting institutions of higher education that are based in the 19-state North Central region of the United States. Institutions that HLC accredits are evaluated against [HLC's Criteria for Accreditation](#), a set of standards that institutions must meet to receive and/or maintain accredited status.

HLC's Criteria for Accreditation reflect a set of [guiding values](#). The accreditation process is based on a system of [peer review](#). Approximately 1,300 educators from institutions of higher education serve as peer reviewers conducting accreditation evaluations for other institutions. Peer reviewers also serve on committees that make up the decision-making bodies of the accreditation process.

Evaluation Process

HLC accreditation assures quality by verifying that an institution (1) meets standards and (2) is engaged in continuous improvement. In addition, all institution's are required to complete an annual filing of the [Institutional Update](#), undergo annual monitoring of financial and [non-financial](#) indicators, and adhere to HLC policies and practices on [institutional change](#).

Peer reviewers trained in HLC's standards evaluate institution's demonstration of whether they meet the Criteria for Accreditation and make recommendations to HLC's decision-making bodies.

Institutional Actions Council (Decision-Making Body)

The Board of Trustees appoints and authorizes members of the [Institutional Actions Council \(IAC\)](#) to conduct reviews and take actions on the majority of accreditation recommendations. IAC members consist of representatives of academic institutions accredited by HLC, as well as members of the public. Detailed information on IAC processes is found in HLC's [policies on decision-making](#).

Public Information

In the interest of being transparent, HLC is committed to providing information to the public regarding accreditation decisions made regarding individual institutions.

Actions that are taken by HLC regarding an institution's accreditation status are disclosed to the public. Beginning July 2013, in all cases of issuing continued accreditation, placing an institution on or resolving a sanction, or withdrawing accreditation, the Action Letter issued to the institution is made available for viewing and the institution's status in HLC's [online directory](#) is updated. [Public Disclosure Notices](#) are also issued in cases of sanction to provide the public more detail of the issues leading to sanction.

Complaints Against HLC Accredited Institutions

Each year, HLC receives a number of [complaints](#) about institutions from faculty, students, and other parties. HLC has established a clear distinction between individual grievances and complaints that appear to involve broad institutional practices. Where a complaint does raise issues regarding the institution's ongoing ability to meet the Criteria of Accreditation, HLC forwards the complaint to the institution and

requests a formal response.

Complainants with specific claims related to the Americans with Disabilities Act or employment discrimination should seek prior review of such claims by the appropriate federal agencies. HLC may ask for the report or record of such review in determining whether it can proceed to consider the claim as a complaint related to compliance with the Criteria for Accreditation.

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- **NUTR05202 Lifecycle Nutrition**
- **NUTR05301 Nutrigenetics and Nutrigenomics**
- **NUTR06102 Natural Therapies: Herbology & Detoxification**

- **NUTR06104 Clinical Nutrition in Human Systems I**
 - **NUTR06201 Nutrition Science**
 - **NUTR06202 Clinical Nutrition in Human Systems II**
 - **HLTS06103 Program Planning and Assessment**
 - **RMET05101 Research Methods in Health Care**
-
-

NUTR 08103

MATH 06101

NUTR 08101

CAPS 08105

- **HLTS06101 Health Education Concepts & Theories**
 - **HLTS06102 Media, Technology, & Public Health**
 - **NUTR06204 Nutrition Epidemiology & Health Promotion**
-

- **NUTR05104 Gut Microbiome, Nutrition, & Behavior**
 - **CAPS08105 Nutrition Capstone - Professional Track**
-

NUTR 08103

MATH 06101

NUTR 08101

CAPS 08105

- **NUTR05103 Nutrition & Physical Performance**
- **NUTR05104 Gut Microbiome, Nutrition, & Behavior**

- **NUTR05201 Survey of Sustainable Food Systems**
- **NUTR06204 Nutrition Epidemiology & Health Promotion**

NUTR 08103

MATH 06101

NUTR 08101

CAPS 08105

- **NUTR05103 Nutrition & Physical Performance**
- **NUTR05104 Gut Microbiome, Nutrition, & Behavior**
- **NUTR06101 Nutritional Assessment of Athletes**
- **PSYH06202 Psychology of the Athlete**

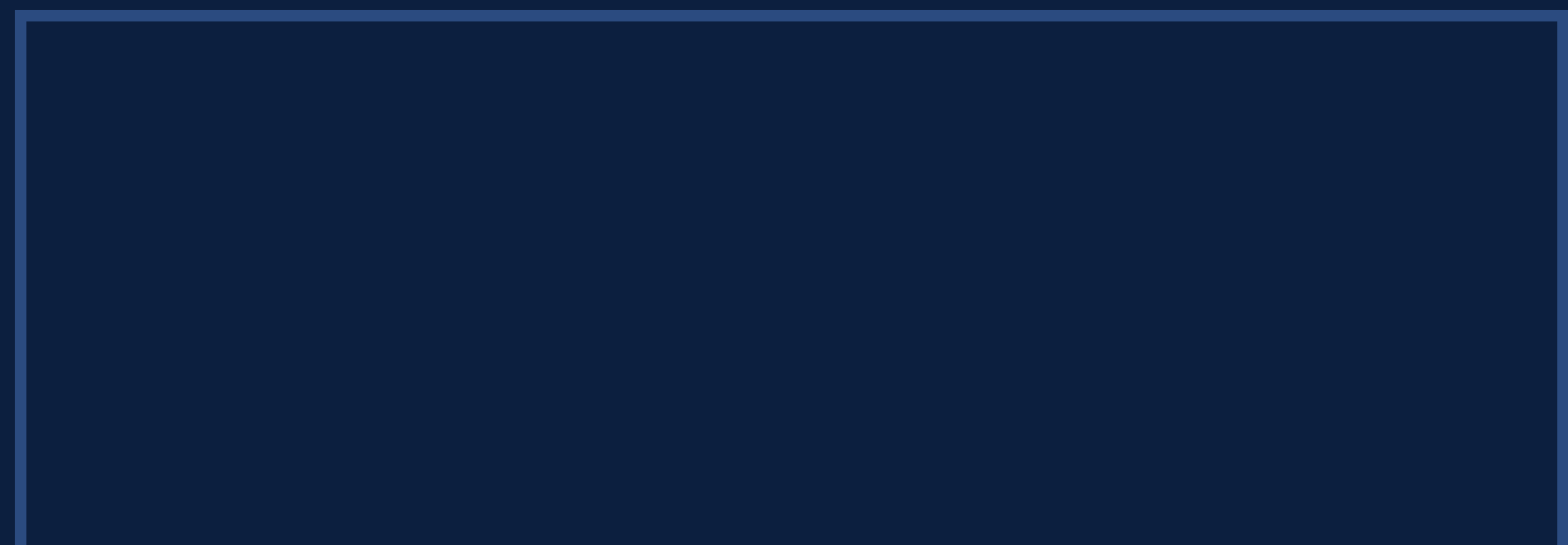


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LOGAN UNIVERSITY

1851 Schoettler Road, Chesterfield, MO 63017
(636) 227-2100 | www.logan.edu

December 28, 2016

Denise Speer
800 O'Hara Ct
Oakley, CA 94561

Dear Denise,

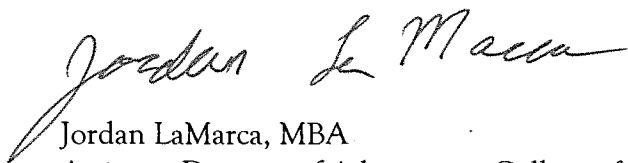
Congratulations! You have been granted full admission to the Master of Science in Nutrition and Human Performance (MSN) program at Logan University. It is a great accomplishment to earn acceptance into a master's program and I am pleased you have chosen to do so at Logan. We look forward to welcoming you as an MSN student in January of 2017!

With an increased demand for skilled nutrition professionals, by selecting Logan's master's degree, you have an opportunity to expand your career path to include areas in public health, nutrition and health communication, teaching and research.

If you have questions, please contact your Admissions Coordinator, Zach Becker at Zach.Becker@logan.edu or 636-230-1763.

I want to once again congratulate you and welcome you to the program!

Sincerely,



Jordan LaMarca, MBA
Assistant Director of Admissions, College of Health Sciences



Los Medanos College

2700 East Leland Road, Pittsburg, CA 94565 925.439.2181 • www.losmedanos.edu
Brentwood Center 101A Sand Creek Road, Brentwood, CA 94513 925.513.1625

November 22, 2016

Dear Sabbatical Committee,

As full time members of the Los Medanos College Biology Department, we would like to lend our support for Denise Speer's Sabbatical Proposal for a semester in which to support her efforts toward earning a Masters Degree in Nutrition.

The biology department supports personal and intellectual growth of our faculty. Denise has been inspired to pursue a master's degree in nutrition. This will not only benefit Denise but also the department as a whole, by allowing a full time faculty member to teach our nutrition courses as well as develop a future online version of this course.

Thank you,

Sharon Wellbrook, Department Chair

Durwynne Hsieh

Mark Lewis

Jancy Rickman

Briana McCarthy

A collection of five handwritten signatures in black ink. The top signature is the largest and most prominent, followed by four smaller signatures stacked vertically below it.