

MEMORANDUM

To: Sabbatical Leave Committee
From: Janice Feingold *JMF*
Date: October 26, 2009
Subject: Sabbatical leave application

I began teaching full-time in the Business Department at Moorpark College in January 1989 after having taught part-time at both Ventura College and Oxnard College for three semesters. In addition to my teaching schedule, I have contributed to the students, the department, and the college in a variety of ways. I served as faculty advisor to the former Moorpark College Accounting Society and, for the past several years, have been one of the faculty advisors to the Business Student Association. For many years I was the coordinator of the VITA (Volunteer Income Tax Assistance) Program on campus. I served as Business Department Chair from Fall 1990 through Spring 2002. In 2005/06 I completed the review and updating of the COR's for all business courses. I have served on the hiring committee for all full-time business positions since I started (as well as on many part-time hiring committees) and have served as the tenure committee chair for three of those positions. At various times I have served as division representative on the Faculty Development Committee, Fiscal Planning Committee, Learning Resources Committee, and Career Education Council. I currently serve as the division representative on Curriculum Committee (a position I have held since Fall 2000) as well as chairing the General Education Sub-committee since its inception in January 2006. I previously served as division representative on the Academic Senate Executive Council as well as serving as its Treasurer for a number of years. I have been involved in curriculum issues at a state-wide level through my multi-year participation in the California Colloquium on Accounting Education, the IMPAC (Intersegmental Major Preparation Articulated Curriculum) Project for Business, and the Statewide Career Pathways Project Business Discipline Work Group. I am currently working with a faculty member at Oak Park High School to develop an articulated pathway for accounting students.

During all of these years, I have never taken any type of leave. [In fact, the longest period of time I have been off, other than normal school breaks, was a three-week period in 2004 when I had emergency surgery.] At this time I feel that a break from my normal work would allow me to return to the college and the classroom with a renewed energy and focus so that I can continue to serve the students, the department, and the college to the best of my ability.

I propose to use the time for three primary activities:

1. Business is a transfer program and is the largest major program at many CSU campuses. Historically, it has also been the largest major program here at Moorpark College. Because most of the business students here at Moorpark express the *intent* to transfer to a four-year school, it is imperative that we do

a good job preparing them for upper-division courses in business. Although most of these students will not major in accounting, accounting is one of the key lower-division business courses (along with Business Law and Business Communications) required for a major in all business disciplines. Therefore, I plan to visit two- and four-year colleges throughout California (and possibly other regions) for the purpose of observing in a variety of accounting classes as well as meeting with the instructors. This will allow me to see first-hand how class time is utilized - lecture, homework review, individual and group activities, etc. - and to discuss with the instructors what successes and failures they have had with various types of activities. I will also discuss with them their textbooks of choice and methods of assessment (graded homework, objective quizzes and tests versus problem solving, writing assignments, group projects, etc). I will utilize the information I gather to assess what adjustments, if any, I need to make in the expectations I set for my students as well as my methods of presentation and assessment. Additionally, I will meet with Department Chairs at the schools I visit to discuss such topics as their utilization of distance education as a method of instruction for accounting (as well as other business courses), and, at the four-year colleges, ways that we might be able to get better feedback on how well we have prepared our students for the upper-division accounting and business classes.

2. Business is also a vocational program. Thus it is imperative that we do a good job of providing students with the skills necessary to enter the workforce. Therefore, I plan to meet with owners/managers of businesses of various sizes to discuss the specific skill sets that they expect applicants to possess. I will utilize the information I gather to assess what changes, if any, need to be made in the vocational-level accounting courses as well as what changes may be needed in the vocational award and certificate programs offered by the Business Department.
3. Finally, I plan to review the accounting and business courses and programs at all community colleges in California. I will utilize the resulting information to assist the Business Department in re-evaluating our preliminary establishment of our "core" classes and whether changes need to be made as well as whether we should make changes in the structure of our degrees, certificates, and proficiency awards.

Upon returning from the sabbatical, I will hold a series of discussions with colleagues in the Department to share the information I have gathered. For the Department as a whole, these discussions will focus on re-evaluation of our course and program offerings. For the accounting courses in particular, these discussions will include learning outcomes, content, types of assignments, and methods of evaluation/assessment for each course as well as ways to ensure that all students who complete the classes with a passing grade are fully satisfying the learning outcomes established. The discussions will also include textbook selection. I will also offer to share my findings with colleagues at Ventura College and Oxnard College.

In summary, I feel that the sabbatical leave will benefit me personally by giving me a break from my normal activities and provide me with the time needed to observe and discuss pedagogy and evaluate my own teaching and assessment methods. It will benefit the students in my classes by allowing me to make more effective and efficient use of classroom time and utilize appropriate and effective assessment tools. It will benefit the students in general and the college by allowing me to lead the review and updating of our courses and program offerings. The District as a whole will benefit to the extent that colleagues at the other campuses accept and utilize the information I gather.