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AGENDA

We respectfully acknowledge that MiraCosta is on the traditional territory of the Luiseño/ Payómkawichum people. Today, this meeting place and surrounding areas are home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/ Payómkawichum people and remain the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders, present and past: keepers of history, culture, wisdom, and knowledge.

- I. Call to Order
- II. Roll Call
- III. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee’s consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.
- IV. Changes to Agenda Order
- V. Consent Calendar [Time 9:20]
 - A. Approve Minutes of the Regular Meeting of March 6, 2026
 - B. Approve Minutes of the Regular Meeting of March 13, 2026
 - C. 2026-2027 Materials Fee List
Description: The materials fee list is updated every year to reflect changes to materials fees in the fall when curriculum is approved. The list is also sent out in early spring to department chairs for review and updates or requested changes to course materials fee.
 - D. 2025-26 Curriculum Approval Part III
Description: Each year CPC reviews and submits curriculum approval in multiple parts. Part III contains all remaining course and program modifications and deletions.
 - E. 2026 FT and AF Emeritus Recommendations
Description: According to APs 7280.4 and 7280.5, the Academic Senate shall vote to nominate eligible faculty eligible for board approval granting emeritus status.
 - F. Sabbatical Leave Reports
Description: The Sabbatical Leave Committee has approved eight sabbatical reports from faculty who were on leave in Fall 2025, and these reports are now presented for the Academic Senate’s review.
- VI. Action Item, First Read
 - A. AP 4025: Philosophy and Criteria for Associate Degrees and General

BP 2510: Collegial Governance and Participation in Local Decision Making

The board recognizes the Academic Senate as the body that represents the faculty (fulltime and associate) in collegial governance relating to academic and professional matters.

1. Curriculum
 2. Degree and certificate requirements
 3. Grading policies
 4. Educational program development
 5. Standards or policies for student prep. and success
 6. Governance structures, as related to faculty roles
 7. Accreditation processes, including self-study and annual reports
 8. Faculty professional development policies
 9. Processes for program review
 10. Processes for institutional planning and budget dev.
- +1 • Academic calendar • Prioritization of full-time faculty hiring • Program discontinuance procedures, in alignment with program review • Equivalency procedures • Policies and procedures protecting academic freedom • Recommendation on tenure and professional advancement

The Board or its designees will consult collegially with the Academic Senate on all of the listed academic and professional matters and will rely primarily on the advice and judgment of the Academic Senate.

Education [Time 9:25; 10 minutes]

Description: Language in the AP was updated to state that GE courses must be completed with a C or better, and Area 1A and 1B courses should not be taken with P/NP. This change, supported by the Counseling Department, addresses problems for students transferring to the universities. CCLC recommendation for the baccalaureate has been moved to AP 4025B. Sentence added to first paragraph per CCLC recommendation. Minor update to some wording and some formatting cleanup.

B. BP 4025: Philosophy and Criteria for Associate Degrees and General Education [Time 9:35; 2 minutes]

Description: Recommended CCLC language added to the second paragraph. Last paragraph changed "assure" to "ensure." Review was triggered by a CCLC update, however, that update was for the baccalaureate and that information was moved/added to BP4025B.

C. AP 4025B: Philosophy and Criteria for Baccalaureate Degree [Time 9:37; 2 minutes]

Description: Minor update adds language identifying how the program targets local and regional workforce needs; some formatting cleanup.

D. BP 4025B: Philosophy and Criteria for Baccalaureate Degree [Time 9:39; 2 minutes]

Description: Minor update adds language identifying how the program targets local and regional workforce needs; some formatting cleanup.

E. Faculty Leadership Institute, Budget Planning Approval [9:40; 15 minutes]

Description: A proposal to recruit 10-12 full time and associate faculty to attend the 2026 ASCCC Faculty Leadership Institute June 11-13 at an estimated cost of \$1500 per person (total cost up to \$18,000) funded by the Academic Senate's auxiliary fund.

F. AP 4240 Academic Renewal [10:00; 10 minutes]

Description: Revisions align with new Title 5 regulations for academic renewal and create greater flexibility for students utilizing the academic renewal process. These changes include a reduction to the minimum units completed with at least a 2.0 grade point average before a student can petition for academic renewal, from 15 units to 6 units. Changes also allow students to petition for academic renewal after one term rather than one full academic year.

VII. Discussion

A. Discussion, Academic Affairs Committee (AAC) Report and Goals [10:10; 10 minutes]

Description: The Academic Affairs Committee will share about their work this semester and the goals they are pursuing. This discussion is intended to strengthen how the Academic Senate coordinates and collaborates with Academic Senate Subcommittees in our shared responsibilities as recommending and decision-making committees.

B. Student-centered Scheduling and Classroom Design [10:20; 30 minutes]

Description: This discussion will focus on how a student-centered schedule can be effectively supported through thoughtful consideration of classroom technology and room design. Senators and representatives from Administrative Services and the Office of Instruction will collaborate to discuss how design planning can support teaching and learning as well as advance student-centered scheduling goals.

VIII. Reports (Written, Included Via Links Below)

A. Academic Senate President – mitchell ([access report](#))

- B. College Superintendent/President – *Cooke* ([access report](#))
- C. Classified Senate – *Streagle* ([access report](#))
- D. Associate Student Government – *Jaimes* ([access report](#))
- E. Senator Reports – ([access report](#))

IX. Adjournment

The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-855-7100 for English or 800-855-7200 for Spanish.

In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website at <https://www.miracosta.edu/governance/academic-senate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Arielle Locke, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at alocke@miracosta.edu



UNOFFICIAL MINUTES

- I. Call to Order - The meeting was called to order at 9:03am after the land acknowledgement was read.
- II. Roll Call
Present: Jim Sullivan (president-elect), Robin Allyn (Coordinating Officer), Leigh Cotnoir (Zoom), Jeff Murico, Ghada Osman, Alexis Tucker Sade, Sean Davis, Kristine Arquero, Julie Graboi, Brian Page.
Absent: Katrina Tamura, Afifa Zaman, Sunny Cooke (ex-officio)
Public: Alketa Wojick, Toni Sharp, Zhenya Lindstrom, Rick White, Billy Gunn, Rodrigo Gonzalez, Daria Davis, Elizabeth Lurenan, Paul Clarke, Erica Duran, Theresa Bolanos, Denee Pescarmona, Tyrone Nagai, Israel Pastrana, Leola Powers, Lauren Halsted, Aanika Khatri.
Note: Krista Warren and Sarah Gross missed Roll Call, but were in attendance for the remainder of the meeting.
- III. Persons Wishing to Address the Senate
Public Comment: Erica Duran wished everyone a good day.
- IV. Changes to Agenda Order
mitchell moved to see Information item B ahead of Information Item A. No objections.
- V. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of February 20, 2026
The consent calendar was approved by unanimous consent.
- VI. Action Item, Second Read (Vote Required)
 - A. AP 7160 Professional Development - Schwartzkopf [**Time 9:10; 10 minutes**]
Description: New Title 5 regulations and locally proposed changes are prompting updates to professional development procedures. Due to the many stakeholder groups who will be impacted by updates to AP 7160, a two phase approach has been agreed upon: Phase 1 will be limited to Title 5 alignment and editing out-dated, redundant language; Phase 2 will address substantive revisions.
MSU (Page/Allyn) to open this item for discussion. The vote to pass AP 7160 passed unanimously.
Discussion: Graboi shared that the revised mission, vision, and values reflect the perspectives of all employee groups. Arquero requested clarification on the timeline for implementation of both phases. Schwartzkopf explained that phase I includes establishing an advisory group, and is seeking clarification from the Chancellor’s office on whether our already established PDP committee meets this guideline, and phase II would include structured recommendations, including holding PD events per academic year. In fall, discussions will focus on planning collaborative events for Spring 27. mitchell noted that the mission, vision and values statement, on its own, establishes a strong framework, but raised concern that language regarding convening an advisory group under Title 5 remains unclear - specifically, which groups will be included. mitchell added that, regardless, the AP moves the institution toward those stated values. Davis requested clarification of language in the second sentence of the AP, specifically regarding how

effectiveness would be “regularly evaluated.” Schwarzkoph responded that the language aligns with League policy standards, indicated compliance with accreditation standards. Sullivan stated readiness to approve the AP but emphasized the importance of maintaining a critical perspective: expressing concern that the League may not fully align with faculty needs, and is skeptical regarding influence of Achieving the Dream - aligned models. He stated dissatisfaction with the current mission, vision and values language. Schwarzkoph reminded senators that it was requested to hold periodic review processes, and that AP 7160 would be revisited in Spring 27, the VPHR is committed to ensuring this review occurs. Tucker Sade raised concern about the use of the term “needs” in the AP, questioning how “need” is defined and prioritized across employee groups, noting ambiguity in implementation. Schwarzkoph made clear that the term “needs” should be interpreted strictly within the context of Title 5 and accreditation standards and not as a broader subjective measure. Mitchell urged senators to take a proactive role early – either by engaging with or staying closely informed about the advisory group’s work, ideally beginning in early fall.

VII. Discussion

A. Diversity, Equity, and Cultural Competency (DEqCC) Report and Goals Discussion - Pastrana **[Time 9:25; 20 minutes]**

Description: The Diversity, Equity, Cultural Competency Committee will share about their work this semester and the goals they are pursuing. This discussion will strengthen how the Academic Senate coordinates and collaborates with Academic Senate Subcommittees in our shared responsibilities as recommending and decision-making committees.

Discussion: Pastrana shared several focus areas that DEqCC is working on which includes the development of a guiding document clarifying expectations and responsibilities for participating members, increasing transparency in committee processes and expanding involvement through event planning.

Pastrana also shared that DEqCC is revisiting their endorsement process, including a formal involvement in endorsement decisions (e.g. support requested by Dean Crakes for APITA - related work). They will create an equity-centered rubric for endorsement requests, and requested Academic Senate perspective and feedback on the proposed rubric which will be brought to Senate in coming months.

Murico reflected on prior service with DEqCC under Ed Pohlert, noting that the endorsement / logo process originated under Pohlert's leadership and that DEqCC previously endorsed cultural clubs and offered some funding.

Additional updates included planning for the Cultural Competency Conference, with themes focused on: Strengthening relationships between the college and surrounding community, incorporating student and community voice (e.g. Human Rights Group of Oceanside), potential field trips to the Americanization School in Crown Heights, and a continued emphasis on faculty leadership.

Sullivan advocated for greater emphasis on culturally relevant and sustaining pedagogical practices, suggesting increased promotion of these practices across campuses, collaboration with “Joyful Teacher” initiatives to expand visibility and continued focus on teaching and learning as a shared priority. Sullivan also noted that a toolkit is currently in development (Shawntae Mitchum, Kat Soto-Gomez, Wendy Stewart and Israel Pastrana) through the CCRP grant, is grounded in student voice and will serve as a valuable resource. Members shared instances of pedagogical practices within their classrooms (*Grabo*, *Warren*) and a few takeaways that Pastrana is interested in recording to make available for future faculty.

B. Student-centered Scheduling: Shortened Terms, Pedagogy, and Course Design - Lindstrom **[Time 9:45; 40 minutes]**

Description: Senators will share take-aways from the Scheduling Summit and hear about MiraCosta's plans for 8-week course programs and course modalities (in person, asynch, hybrid); in particular, Senators will discuss recommendation for how faculty may plan to develop pedagogy and course design to teach in those offerings.

Dean Lindstrom spoke on full term fall and spring courses which remain robust, several programs (notably Biomanufacturing and Business) are expanding their 8-week offerings. Data suggests student success rates in 8-week courses are comparable, and sometimes stronger than full-term courses, depending on modality.

She provided additional data on hybrid models calling attention to Business and Psychology that appear to support completion timelines under 24 months. MiraCosta also participates in a statewide COP to design fully structured pathways, including stackable credentials that begin with noncredit and transition to credit programs in high-demand fields. current efforts include mapping SLOs from 16-week to 8-week formats, addressing cognitive overload, expanding GE options, and developing faculty resources and a centralized student-facing platform. Lindstrom shared that this work is exploratory, with pilots under consideration before broad conversion, and that pedagogy and assessment, particularly aligning with transfer institutions remain the central concern.

Faculty discussion reflected both interest and concern. *Davis* and *Pescarmona* raised structures questions about alternative term lengths (24-32 week “stretch” models) and system limitations, while Tucker Sade cautioned that research on accelerated formats is mixed and questioned whether such models disproportionately affect community college students. Discussion ensued around faculty maintaining pedagogical integrity and calling for deeper assessment of student work noting differences observed in summer versus full-term outcomes (*Sullivan*).

Counseling and equity implications were noted (*Zaman*, *Cotnoir*) including how completion-focused models may shape or constrain student choice. Scheduling uncertainty and modality pressures were of significant concern to *Murico*. Zaman offered clarity in that she wanted senators to understand how counselors think, “it’s about a student’s right to complete, not that they would steer students away from a discipline or program—but rather respond to what their need is” (e.g. in terms of completion). Some in favor of shortened course models also shared emerging practices, including cohort-based-8-week hybrid courses and increased student engagement in short-term formats (*Page*). Dean Lindstrom reiterated that no disciplines had been designated for full conversion, stressing the importance of student choice, program coherence, and ongoing evaluation.

VIII. Information

A. Updates Facilities Plans and the Faculty Office Derby - mitchell [Time 10:35; 10 minutes]

Description: In preparation for faculty to request new office assignments (the Office Derby), information will be shared about facilities plans and recommendations will be made for prioritizing office requests based on building closures and reopening.

mitchell reported that T310 is scheduled for demolition, resulting in faculty displacement, including those currently in OC4510. The 3000-series buildings house discipline specific classrooms (e.g. Religious Studies, Anthropology, Sociology), creating an implied need for faculty offices to be located nearby. In contrast, STEM disciplines have limited office space within instructional buildings due to prioritization of classroom use. To address this, the Academic Senate will vacate space in the 4600 building to accommodate STEM faculty, with Senate offices relocating to the new 3000 building.

mitchell also reviewed current office assignment procedures, including Category I (general use) and Category II (specialized/line-of-sight needs), noting that existing language may allow for broad interpretation over time.

curry outlined the office derby process, recommending that faculty displaced by construction receive priority placement, based on a reviewed list. curry and sullivan will recuse themselves from decisions related to T300. The Office Derby will open mid-April, with an initial priority window followed by general access for all faculty, with assignments determined by seniority. Plans include designated associate faculty spaces, as well as reservable private offices for student meetings and shared use.

Ally clarified that the current associate faculty office space in 4606 will remain, with additional space being added. In the interest of transparency, senators were encouraged to share feedback or concerns and bring them forward at the next meeting following Spring Break. It was noted that, as campus facilities evolve, these procedures may warrant further review. Davis expressed confidence in Curry's proposed process and decision-making approach.

B. MiraCosta's Delegate to the ASCCC Spring Plenary - mitchell **[Time 10:45; 5 minutes]**

- C. *Description: For her significant senate experience, Senator Krista Warren has been asked to represent MiraCosta College's Academic Senate as Delegate in the ASCCC Resolution and Elections process by participating as a voting member in the AREA D Meeting and 2026 ASCCC Spring Plenary.*

mitchell recognized Krista Warren as the delegate that MiraCosta will send to attend Spring Plenary April 8-11th, highlighting that Krista is inspired by students and is very collaborative and does everything with a collective impact approach.

IX. Reports

Academic Senate President – mitchell ([access report](#))

mitchell shared that he needs to convene a special meeting next Friday, March 13th which will coincide with the Area D meeting. He asked for five senators to make quorum for a vote to approve equivalency requests that have been approved by the Equivalency committee.

College Superintendent/President – Cooke ([access report](#))

Pescarmona shared that at Monday's EMT meeting, discussion focused on the impact of current events in the Middle East on students and the broader campus community. Leadership is considering how to thoughtfully support the campus during times of global conflict, with an emphasis on mindfulness and awareness of the challenges some members of the community may be experiencing. Pescarmona acknowledged that recent feedback, including a comprehensive ITS audit shared with Counseling, TAC Advisory, and BPC, may be difficult to hear, but reflects areas where the college continues to grow and improve. On a positive note, Pescarmona highlighted that the college's women's basketball team is currently ranked #5 in the state and will be competing against LA Trade Tech this Saturday, encouraging campus support. Additional campus celebrations are being planned. Pescarmona also provided an update on the Superintendent/President search, noting that it is ongoing, with the timeline publicly available. Anti-bias hiring training is being implemented as part of the process, with the goal of attracting a strong and diverse candidate pool.

Classified Senate – Streagle ([access report](#))

Streagle shared that Classified Election season is running through April 13th for the following positions; President, Treasurer, and (4) vacant senator seats. An upcoming Gold Member Mixer is scheduled on Wednesday, March 24th at YardHouse, Oceanside for members who contribute a minimum of \$10/month.

No reports were given from ASG leadership or Senators.

X. The meeting adjourned at 11:02am.



UNOFFICIAL MINUTES

I. Call to Order

Following the reading of the land acknowledgement the meeting commenced at 9:30am.

II. Remote Member

Attendance None.

III. Roll Call

Present: Jim Sullivan, Sean Davis, Katrina Tamura, Kristine Arquero, Brian Page, Leigh Cotnoir, Robin Allyn, Julie Graboi, Krista Warren, curry mitchell.

Absent: Ghada Osman, Sunny Cooke (ex-officio), Jeff Murico, Alexis Tucker Sade, Sarah Gross.

Public: Emanuel Price, Delores Loedel, Ellie Keene, Suzie Bailey, Gonzalo Lozano.

IV. Persons Wishing to Address the Senate

Krista Warren spoke in appreciation of the land acknowledgement, sharing that she owns horses and when she takes them out to pasture, it is evident of the people that were here before us. She paid homage to the first people of this nation.

V. Consent Calendar - Equivalency Requests

A. Bio Science

B. Accounting

MSU (Allyn/ Cotnoir} to approve the consent calendar. Mitchell pulled items A and B.

An error was identified in the original packet; although an amended version was later distributed, it did not allow sufficient time for proper review. The accounting equivalency request was reviewed and approved by the committee without discussion, as it was considered straightforward.

Senators initially expected to review two equivalency requests in Bio Science but the department withdrew one. There were a high number of research units, vetted by Department Chair, Suzie Bailey, who attended for questions.

MU (Allyn) to separate the two applications and vote on them individually.

Allyn abstained from the vote to approve the equivalency for Bio Science and later requested to change her vote from an abstention to a "no" vote, stating alignment with concerns raised by mitchell regarding the equivalency process.

Arquero noted MiraCosta policy and committees' roles in interviews and hiring. mitchell referenced a potential process that the Academic Senate could consider implementing but did not open discussion, as the item was not on the agenda.

VI. The meeting adjourned at 9:47am.

**Instructional Material Fees
FY 2026-2027**

Reviewed at March 12, 2026 CPC meeting.

Subject	Course #	Title	Status	Material Fee	Description
ART	103	3D Design	FUTURE	35.00	The fee is used to purchase: - Materials for additive projects such as clay, wood, etc. - Materials for subtractive projects such as plaster, structolight, styro foam, etc. - Materials for casting such as aluminum, latex, silicon rubber, metal lath, bronze, wax, etc. - Construction materials including wire, ropes, screws, nails, fasteners, adhesives.
ART	201	Objects and Ideas in Contemporary Art	FUTURE	35.00	The fee is used to purchase materials for three dimensional art assignments. For construction of the projects materials include: foam and plaster for carving, Epoxy and other glues, aluminum rivets, and mould making products (silicone rubber, mould release, mother mould material, hydrostone, etc.). Surface treatment materials include: matte medium, modeling paste, 2-part clear hardener, student grade acrylics, and spray adhesives
ART	216	Sculpture	FUTURE	35.00	The fee is used to purchase materials that will be used for in-class assignments. - Materials for additive projects such as clay, wood, mild steel, welding rods, etc. - Materials for subtractive projects such as plaster, structo light, styro foam, etc. - Materials for casting such as aluminum, latex, silicon rubber, bronze, wax, etc. - Construction materials including wire, ropes, adhesives - Welding materials such as welding rods and metal

**Instructional Material Fees
FY 2026-2027**

Reviewed at March 12, 2026 CPC meeting.

Subject	Course #	Title	Status	Material Fee	Description
ART	217	Figure Sculpture I	FUTURE	35.00	The fee is used to purchase materials that will be used for in-class assignments. - Materials for additive projects such as clay, wood, mild steel, welding rods, etc. - Materials for subtractive projects such as plaster, structo light, styro foam, etc. - Materials for casting such as aluminum, latex, silicon rubber, bronze, plaster, wax, etc. - Construction materials including wire, ropes, nails, screws, fasteners, adhesives, etc.
ART	219	Figure Sculpture II	FUTURE	38.00	Ceramic clay (50lbs), \$20; Acrylic paint, \$10; Hot glue sticks, \$8.
ART	223	Woodworking and Furniture Design I	FUTURE	60.00	The fee is used to purchase: - rev. per AO 2/13/09 - 225 board feet of 8/4 poplar, (wood for projects) - Construction materials such as nails and screws, assorted fasteners - Basic adhesives, such as glue - Finishing products, such as Varathanes, varnishes, aniline dyes, paints, etc.
ART	224	Woodworking and Furniture Design II	FUTURE	65.00	Hardwood, \$40; softwoods, \$20; paints, screw, and adhesives, \$5.
ART	225	Ceramics I	FUTURE	40.00	The fee is used to purchase: - Ceramic tools Clay body High and low fire decorative materials
ART	226	Ceramics II	FUTURE	40.00	Ceramic tools, \$25; Clay, \$10; decoration materials, \$5.
ART	227	Ceramics III	FUTURE	40.00	Ceramic tools, \$25; Clay, \$10; decoration materials, \$5.
ART	228	Ceramics IV	FUTURE	40.00	Clay, \$25, decorative tools and materials, \$10, safety equipment, \$5

**Instructional Material Fees
FY 2026-2027**

Reviewed at March 12, 2026 CPC meeting.

Subject	Course #	Title	Status	Material Fee	Description
ART	229	Woodworking and Furniture Design III	FUTURE	60.00	Wood, \$60
ART	239	Woodworking and Furniture Design IV	FUTURE	60.00	Wood, \$45, fasteners and adhesives, \$10, decorative materials, \$5
ART	245	Digital Art and Media	CURRENT	20.00	Fee covers ink and paper usage on large format 12 color UV plotter and cmyk tabloid printers. Fee also covers foam foam-core, mounting materials and exhibition hanging hardware.
BTEC	110	Basic Techniques in Biotechnology	CURRENT	30.00	Students will be charged a fee for a laboratory kit that include a personal disposable particle mask, solvent-proof marking pens, specific lab notebook, gloves, autoclavable labeling tape, and a laboratory manual of activities and assignments.
DRAM	107	Introduction to Design for Performance	FUTURE	45.00	Basic drawing and painting kit - sketchbook, drawing pencils, acrylic paints, brushes (\$15); Drafting kit - architectural scale ruler, t-square, vellum, math set (\$12); Model making supplies - balsa wood sticks matte board, hobby knife, cutting mat, metal ruler (\$18).
DRAM	141	Lighting Design for Theatre, Television, and Film	FUTURE	25.00	Rosco gel swatch book (\$11); 6" adjustable c-wrench (\$5); Tool lanyard (\$9).
DRAM	146	Costume Design for Theatre, Television, and Film	FUTURE	30.00	Basic sewing kit of needle, thread, scissors, pins, thimble, needle threader, pin cushion (\$12); 2"x18" clear ruler (\$10); Cotton fabrics for one construction project: a small drawstring bag, approximately 14"x14" (\$8).
DRAM	232	Movement for the Stage	FUTURE	20.00	Fee covers: 1 neutral mask, \$5, 1 neutral costume/shirt, \$10, and fabrics, feathers, balloons, streamers, \$4.50.

**Instructional Material Fees
FY 2026-2027**

Reviewed at March 12, 2026 CPC meeting.

Subject	Course #	Title	Status	Material Fee	Description
DRAM	253	Makeup for Theatre, Television, and Film	FUTURE	85.00	Ben Nye Makeup Kits (\$78); Makeup cleaner/remover, replacement colors (\$7).
DRAM	256	Stagecraft for Theatre, Television, and Film	FUTURE	50.00	Pine 1x3 and MDF lumber, glue and staples (\$23); Safety glasses and ear plugs (\$16); Paints and brushes (\$11).
NURS	170	Licensed Vocational Nursing I	CURRENT	\$550.00	FA Davis Textbooks and FA Davis online resources for the duration of the program costs approximately \$550.
NURS	171	Licensed Vocational Nursing II	CURRENT	\$310.00	ATI Testing Comprehensive Exams
NURS	173	Licensed Vocation Nursing IV	CURRENT	\$310.00	ATI Testing Comprehensive Exams
NURS	180	Fundamentals of Nursing	FUTURE	1477.00	Lippincott Full Curriculum Partnership/NurseThink - 1st semester cost (\$1477)
NURS	183	Medical Surgical Nursing II	FUTURE	\$ 549.00	Lippincott Full Curriculum Partnership/NurseThink COMPLETE (\$549)
NURS	280	Transition for LVN to RN	FUTURE	1245.00	Lippincott Full Curriculum Partnership/NurseThink - 1st semester cost (\$1245)
NURS	281	Medical Surgical Nursing III	FUTURE	\$ 549.00	Lippincott Full Curriculum Partnership/NurseThink - 2nd-4th semester cost (\$549)
NURS	283	Medical Surgical Nursing IV	CURRENT	\$ 549.00	Lippincott Full Curriculum Partnership/NurseThink - 2nd-4th semester cost (\$549)

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ART	201	Objects and Ideas in Contemporary Art	FUTURE	35.00	<p>The fee is used to purchase materials for three dimensional art assignments.</p> <p>For construction of the projects materials include: foam and plaster for carving, Epoxy and other glues, aluminum rivets, and mould making products (silicone rubber, mould release, mother mould material, hydrostone, etc.).</p> <p>Surface treatment materials include: matte medium, modeling paste, 2-part clear hardener, student grade acrylics, and spray adhesives</p>
ART	216	Sculpture	FUTURE	35.00	<p>The fee is used to purchase materials that will be used for in-class assignments.</p> <ul style="list-style-type: none"> - Materials for additive projects such as clay, wood, mild steel, welding rods, etc. - Materials for subtractive projects such as plaster, structo light, styro foam, etc. - Materials for casting such as aluminum, latex, silicon rubber, bronze, wax, etc. - Construction materials including wire, ropes, adhesives - Welding materials such as welding rods and metal

**Instructional Material Fees
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Subject	Course #	Title	Status	Material Fee	Description
ART	217	Figure Sculpture I	FUTURE	35.00	The fee is used to purchase materials that will be used for in-class assignments. - Materials for additive projects such as clay, wood, mild steel, welding rods, etc. - Materials for subtractive projects such as plaster, structo light, styro foam, etc. - Materials for casting such as aluminum, latex, silicon rubber, bronze, plaster, wax, etc. - Construction materials including wire, ropes, nails, screws, fasteners, adhesives, etc.
ART	219	Figure Sculpture II	FUTURE	38.00	Ceramic clay (50lbs), \$20; Acrylic paint, \$10; Hot glue sticks, \$8.
ART	223	Woodworking and Furniture Design I	FUTURE	60.00	The fee is used to purchase: - rev. per AO 2/13/09 - 225 board feet of 8/4 poplar, (wood for projects) - Construction materials such as nails and screws, assorted fasteners - Basic adhesives, such as glue - Finishing products, such as Varathanes, varnishes, aniline dyes, paints, etc.
ART	224	Woodworking and Furniture Design II	FUTURE	65.00	Hardwood, \$40; softwoods, \$20; paints, screw, and adhesives, \$5.
ART	225	Ceramics I	FUTURE	40.00	The fee is used to purchase: - Ceramic tools - Clay body - High and low fire decorative materials
ART	226	Ceramics II	FUTURE	40.00	Ceramic tools, \$25; Clay, \$10; decoration materials, \$5.
ART	227	Ceramics III	FUTURE	40.00	Ceramic tools, \$25; Clay, \$10; decoration materials, \$5.
ART	228	Ceramics IV	FUTURE	40.00	Clay, \$25, decorative tools and materials, \$10, safety equipment, \$5

**Instructional Material Fees
FY 2026-2027**

Reviewed at March 12, 2026 CPC meeting.

Subject	Course #	Title	Status	Material Fee	Description
ART	229	Woodworking and Furniture Design III	FUTURE	60.00	Wood, \$60
ART	239	Woodworking and Furniture Design IV	FUTURE	60.00	Wood, \$45, fasteners and adhesives, \$10, decorative materials, \$5
ART	245	Digital Art and Media	CURRENT	20.00	Fee covers ink and paper usage on large format 12 color UV plotter and cmyk tabloid printers. Fee also covers foam foam-core, mounting materials and exhibition hanging hardware.
BTEC	110	Basic Techniques in Biotechnology	CURRENT	30.00	Students will be charged a fee for a laboratory kit that include a personal disposable particle mask, solvent-proof marking pens, specific lab notebook, gloves, autoclavable labeling tape, and a laboratory manual of activities and assignments.
DRAM	107	Introduction to Design for Performance	FUTURE	45.00	Basic drawing and painting kit - sketchbook, drawing pencils, acrylic paints, brushes (\$15); Drafting kit - architectural scale ruler, t-square, vellum, math set (\$12); Model making supplies - balsa wood sticks matte board, hobby knife, cutting mat, metal ruler (\$18).
DRAM	141	Lighting Design for Theatre, Television, and Film	FUTURE	25.00	Rosco gel swatch book (\$11); 6" adjustable c-wrench (\$5); Tool lanyard (\$9).
DRAM	146	Costume Design for Theatre, Television, and Film	FUTURE	30.00	Basic sewing kit of needle, thread, scissors, pins, thimble, needle threader, pin cushion (\$12); 2"x18" clear ruler (\$10); Cotton fabrics for one construction project: a small drawstring bag, approximately 14"x14" (\$8).
DRAM	232	Movement for the Stage	FUTURE	20.00	Fee covers: 1 neutral mask, \$5, 1 neutral costume/shirt, \$10, and fabrics, feathers, balloons, streamers, \$4.50.

**Instructional Material Fees
FY 2026-2027**

Reviewed at March 12, 2026 CPC meeting.

Subject	Course #	Title	Status	Material Fee	Description
DRAM	253	Makeup for Theatre, Television, and Film	FUTURE	85.00	Ben Nye Makeup Kits (\$78); Makeup cleaner/remover, replacement colors (\$7).
DRAM	256	Stagecraft for Theatre, Television, and Film	FUTURE	50.00	Pine 1x3 and MDF lumber, glue and staples (\$23); Safety glasses and ear plugs (\$16); Paints and brushes (\$11).
NURS	170	Licensed Vocational Nursing I	CURRENT	\$550.00	FA Davis Textbooks and FA Davis online resources for the duration of the program costs approximately \$550.
NURS	171	Licensed Vocational Nursing II	CURRENT	\$310.00	ATI Testing Comprehensive Exams
NURS	173	Licensed Vocation Nursing IV	CURRENT	\$310.00	ATI Testing Comprehensive Exams
NURS	180	Fundamentals of Nursing	FUTURE	1477.00	Lippincott Full Curriculum Partnership/NurseThink - 1st semester cost (\$1477)
NURS	183	Medical Surgical Nursing II	FUTURE	\$ 549.00	Lippincott Full Curriculum Partnership/NurseThink COMPLETE (\$549)
NURS	280	Transition for LVN to RN	FUTURE	1245.00	Lippincott Full Curriculum Partnership/NurseThink - 1st semester cost (\$1245)
NURS	281	Medical Surgical Nursing III	FUTURE	\$ 549.00	Lippincott Full Curriculum Partnership/NurseThink - 2nd-4th semester cost (\$549)
NURS	283	Medical Surgical Nursing IV	CURRENT	\$ 549.00	Lippincott Full Curriculum Partnership/NurseThink - 2nd-4th semester cost (\$549)

2026-2027 Curriculum Approvals

Effective: August 2026

Part II

I. Course Level					
B. Modified Courses					
Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Date Approved
NCSTVOC	NCWKEX	10	O	General Work Experience Education - Non Credit	3/26/2026
Total Course Modifications: 1					

2026-2027 Curriculum Approvals

Effective: August 2026

Part III

II. Certificate and Degree Level					
B. Modified Degrees and Certificates					
Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Date Approved
LIBART			AA	Liberal Arts: Business and Technology	2/12/2026
LIBART			AA	Liberal Arts: Social and Behavioral Sciences	2/12/2026
LIBART			AA	Liberal Arts: Arts and Humanities	2/26/2026
LIBART			AA	Liberal Arts: Creative and Applied Arts	2/26/2026
LIBART			AA	Liberal Arts: Health Sciences	2/26/2026
LIBART			AA	Liberal Arts: Mathematics and Sciences	2/26/2026
LIBART			AA	Liberal Arts: Multicultural Studies	2/26/2026
SOC	SOCI		AA-T	Social Justice Studies for Transfer: Gender Studies	2/26/2026
SOC	SOCI		AA-T	Social Justice Studies for Transfer: LGBTQ Studies	2/26/2026
AUTO	AUTO	COA		Automotive Electronics, Computers, and Emissions and/or HVAC	3/26/2026
ESL	NCESL	COC		Advanced Noncredit ESL	3/26/2026
ESL	NCESL	COC		Intermediate Noncredit ESL	3/26/2026
NAAH	NURS		AS	Registered Nursing: Track I: Generic ADN	3/12/2026
NAAH	NURS		AS	Registered Nursing: Track II: LVN-to-RN (ADN)	3/12/2026
Total Modified Degrees and Certificates: 14					

2026-2027 Curriculum Approvals
Effective: August 2026
Part III

II. Certificate and Degree Level					
C. Deleted Degrees and Certificates					
Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Date Approved
LIBARTS			AA	Liberal Arts - Elementary Subject Matter Education	2/12/2026
Total Deleted Degrees and Certificates: 1					

2026-2027 Curriculum Approvals

Effective: August 2026

Part II

I. Course Level					
B. Modified Courses					
Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Date Approved
NCSTVOC	NCWKEX	10	O	General Work Experience Education - Non Credit	3/26/2026
Total Course Modifications: 1					

**2026-2027 Curriculum Approvals
Effective: August 2026**

Part III

II. Certificate and Degree Level					
B. Modified Degrees and Certificates					
Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Date Approved
LIBART			AA	Liberal Arts: Business and Technology	2/12/2026
LIBART			AA	Liberal Arts: Social and Behavioral Sciences	2/12/2026
LIBART			AA	Liberal Arts: Arts and Humanities	2/26/2026
LIBART			AA	Liberal Arts: Creative and Applied Arts	2/26/2026
LIBART			AA	Liberal Arts: Health Sciences	2/26/2026
LIBART			AA	Liberal Arts: Mathematics and Sciences	2/26/2026
LIBART			AA	Liberal Arts: Multicultural Studies	2/26/2026
SOC	SOCI		AA-T	Social Justice Studies for Transfer: Gender Studies	2/26/2026
SOC	SOCI		AA-T	Social Justice Studies for Transfer: LGBTQ Studies	2/26/2026
AUTO	AUTO	COA		Automotive Electronics, Computers, and Emissions and/or HVAC	3/26/2026
ESL	NCESL	COC		Advanced Noncredit ESL	3/26/2026
ESL	NCESL	COC		Intermediate Noncredit ESL	3/26/2026
NAAH	NURS		AS	Registered Nursing: Track I: Generic ADN	3/12/2026
NAAH	NURS		AS	Registered Nursing: Track II: LVN-to-RN (ADN)	3/12/2026
Total Modified Degrees and Certificates: 14					

2026-2027 Curriculum Approvals
Effective: August 2026
Part III

II. Certificate and Degree Level					
C. Deleted Degrees and Certificates					
Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Date Approved
LIBARTS			AA	Liberal Arts - Elementary Subject Matter Education	2/12/2026
Total Deleted Degrees and Certificates: 1					



Office of the Superintendent/President
Sunita V. Cooke

DATE: March 17, 2026

TO: curry mitchell
President, Academic Senate Council

FROM: Sunny Cooke
Superintendent/President

RE: Emeritus Status for Fulltime and Associate Faculty

The following full-time faculty members have retired from teaching at MiraCosta College, and their retirement has been accepted by the board of trustees. Please consider the qualifications of these retirees and forward the Academic Senate's recommendation for emeritus faculty status. The recommendation will then be presented to the board of trustees for approval.

Fulltime Retiree	Job Title	Hire Date	Retirement Date	Years of Service
Arnoldo Williams	Instructor, Auto Technology	8/15/05	8/03/25	19.90
Mike Deschamps	Instructor, Accounting	8/15/08	8/06/25	19.90
Patricia Hanada-Rogers	Instructor, Dance	8/18/97	6/04/25	27.80
Christy Coobatis	Instructor, Music	8/16/99	5/24/25	25.70

No associate faculty members have retired from teaching at MiraCosta College that meet the minimum criteria for emeritus status since last year.

Associate Faculty Retiree	Hire Date	Retirement Date	Terms of Service
None			



SABBATICAL LEAVE REPORT

Submission Instructions

- Complete all sections by replacing all “[Enter here]” with your information and clicking on any check boxes. If there were more than 3 objectives, please copy/paste objective 3 and modify.
 - Download as PDF.
 - Email the signed report to the Academic Senate Administrative Assistant by the last business day of the 4th week of instruction in the semester you return to full-time service.
-

PART I: Applicant Information

Name: Luke Lambert

Department: Letters, Pre-Transfer

Title: Reading Instructor

Select the duration of your sabbatical leave:

- Fall - One semester (full sabbatical)
- Spring – One semester (full sabbatical)
- Full-year sabbatical at 50% pay
- Variable (requires pre-approval by the Superintendent/President)
- Year taken [Enter here]

Category of Sabbatical Leave:

- Advanced Academic Studies
 - Self-Directed Studies
-

PART II: Abstract (Copied from Approved Application)

Copy and paste the final approved abstract from your Sabbatical Leave Application (including any Superintendent/President-approved modifications if applicable).

Abstract:

The purpose of my proposed sabbatical leave includes researching study abroad programs and virtual international exchange programs (VIE’s) through self-directed studies, engaging in pre-recorded and live webinars and workshops about study abroad programs and VIE’s, and designing virtual exchange curriculum for my English composition and reading courses. The first two parts of my proposal will provide me opportunities to better understand a variety of study abroad and VIE programs while maintaining currency in this dynamic field. The third part of my proposal will allow me to take what I have learned from the research and create opportunities for students to participate in virtual exchanges in my online and on-site English and reading courses.

PART III: Objectives and Activities

Objective #1: During my sabbatical leave, I will maintain currency in study abroad and international virtual exchange programs through self-directed studies.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc, that you completed to achieve this objective.

During my semester-long sabbatical, I researched a variety of sources to further advance my knowledge of study abroad and international virtual exchange programs. I read and annotated the following books:

Brewer, Elizabeth, and Kiran Cunningham. *Integrating Study Abroad into the Curriculum*. Stylus Pub Llc, 2009.

Chinekwu Obidoa, and Eimad Houry. *How Studying Abroad Changed My Life*. Mercer University Press, 4 Mar. 2025.

Gozik, Nick J, and Heather Barclay Hamir. *A House Where All Belong*. The Forum on Education Abroad, 20 July 2022.

Kaiser, Samantha. *Become a Better You Abroad*. 24 July 2020. *priority_high* Publisher

Know, Things to, and Carly Balmforth. *50 Things to Know about Studying Overseas: Study Abroad Essentials*. 50 Things to Know, 22 Jan. 2019.

After reading these books, I created an annotated bibliography for each source. I continued researching and reading journal articles referenced in the above books to further my comprehensive understanding of study abroad and VIE programs. I also researched the following California Community Colleges' study abroad programs: San Diego City College, Mesa College, MiraMar College, Palomar College, Grossmont College, Saddleback College, Irvine Valley College, Orange Coast College, Mt. San Jacinto College, Cabrillo College, San Jose City College, Foothill College, San Mateo Community College, City College of San Francisco, Peralta Community College District, and Los Rios Community College District. After this research, I compiled a list of study abroad programs offered at each college for the purpose of creating a helpful repository for work in our International Education Advisory Committee. While the study abroad and VIE programs at community colleges were a central part of this research, I also researched a variety of University of California institutions, California State Universities, and California private universities to learn about their programs. To continue building out curriculum for my VIE course, I researched study abroad and virtual education programs at many universities in the United Kingdom, Ireland, and Denmark as these were areas of interest for my collaborations. The international universities and colleges I researched for study abroad and VIE programs include: University of Liverpool, University College London, University College Dublin, Trinity College Dublin, Dublin City University, University College Cork, and University of Limerick. I also researched programs in Denmark universities, including: Copenhagen University, Roskilde University, Copenhagen Business School, University of Southern Denmark, Royal Danish Academy, and IT University of Copenhagen.

Additionally, I read and analyzed the report, "Working Together: Education Abroad and Virtual Exchange in 2023 and Beyond" (Gudrun Nyunt), sponsored by the Stevens Initiative and the Forum on Education Abroad. I also reviewed the connected study abroad and virtual international exchange concepts from Northern Illinois University, where Dr. Nyunt has established a robust program. To build on the research from study abroad programs in the UC System, I read information about study abroad programs through the University of California Education Abroad Program (UCEAP), while also learning more about the countries in each opportunity. This part of the research provided further insights to recruiting students, explaining what they could expect, academic planning, diversity and equity abroad,

and reflecting on the experience. As a way to focus on substantial outcomes data, I researched the California Community College Student Outcomes Abroad Research Project (CCC SOAR), which provided powerful insights about whether students who participate in study abroad programs achieve higher learning outcomes.

Total Hours spent on Objective #1: 254

Objective #2: During my sabbatical leave, I will engage in a variety of pre-recorded and live webinars as well as workshops about study abroad programs and VIE's.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc, that you completed to achieve this objective.

I viewed and took notes on a variety of webinars related to Virtual International Exchange programs. The webinars included the American Association of Colleges and Universities organization's Virtual Exchange and COIL Program, centering on helping students in rural areas participate in international exchange programs; webinars from the Steven's Initiative, focusing on impact stories from students who participated in study abroad and virtual international exchange programs; pre-recorded workshops from UCLA's Global Learning Opportunities Week with topic on study abroad basis, programs, affordability, undocumented students, and majors; the cis-abroad organization about study abroad experiences in different countries with a focused on culture, guides for parents, budgeting and funding, supporting LGBTQIA, and human rights; the upGrad Abroad organization about issues related to study abroad programs and experiences, including international careers in 2025, student visas, international scholarships, data analytics, and technology; the University California Berkeley study abroad webinars related to student preparation, helpful support for first-generation students, and virtual information study sessions; Wichita State University's study abroad informative webinars, which provided helpful information from both faculty and student perspectives; Passports Beyond Borders, which provided testimonials about studying abroad topics such as healthcare, experiences in the US and Canada, studying in Australia, student loans, and immigrant experiences; a series of webinars related to studying abroad and virtual exchange in Ireland, providing insights about celtic studies, philosophy, unique experiences in Dublin, Irish culture, and educational systems in Ireland; University of California Education Abroad Program (UCEAP), which included information about philosophy and studying in Ireland, as well as other countries, getting students started with study abroad, scholarships and tuition, and types of support; and World Strides: Higher Education on a variety of study abroad experiences including, connecting with Gen Z, supporting students with disabilities, integrating risk management, evolution of global experience, making a successful global program, and others. These webinars and workshops provided invaluable information about study abroad and virtual international exchange programs, covering many important logistical, practical, theoretical, and philosophical aspects of such programs.

Total Hours spent on Objective #2: 206

Objective #3: During my sabbatical leave, I will design virtual exchange curriculum for my English composition and reading courses at MiraCosta College.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc, that you completed to achieve this objective.

While researching study abroad and virtual international exchange programs and reports, I engaged in the process of creating a curriculum for a four-week virtual international exchange program. I began by reviewing the curriculum for MiraCosta's READ 100 (Critical Reading and Thinking), C1000 (Academic Reading and Writing), and C1001 (Critical Reading and Writing) to consider which content and skills would align with a virtual international exchange. I also reviewed my syllabi, assignments, readings, and student feedback for these courses to create a base for designing a VIE program. During this early process, I created an outline of skills, content, and outcomes for these courses. To help with this design, I also examined a variety of international education programs related to team-taught courses in virtual international exchange, programs related to virtual international exchange programs with a shared project for students at two institutions, and literature on types of virtual international exchange options would best support English, Composition, and Reading courses at MiraCosta College. As I developed the curriculum, I reviewed virtual exchange proposals through the Cross-Disciplinary Organisation for Telecollaboration and Virtual Exchange in Higher Education to consider options for collaborating with an international institution as well as evaluated virtual international exchange models with a focus on co-curricular exchanges through the COIL Connect Network. I analyzed my curriculum mapping to continue developing an efficient VIE model for collaboration. After evaluating VIE models through the Stevens Initiative and Sharing Perspectives Foundation, I continued developing my theoretical virtual international exchange curriculum for partnerships with international institutions.

I designed a four-week virtual international exchange program curriculum which focuses on helping students evaluate and analyze education systems in the US and Ireland, though the program could also be used for collaborative exchanges with other countries and universities. The curriculum includes weekly readings, discussion forums, assignments, tasks, and a culminating group project in which students analyze issues in the field of education while working to improve the outcomes and experiences in these complex systems. In this model, students from MiraCosta and a partnering institution will evaluate and analyze their educational experiences, primary, secondary, and college systems, social justice in education, creativity in school, the power of grit, and growth mindset. The skills students will continue developing through this VIE include effective research practices, cross-cultural communication, global awareness, audience-oriented writing, argumentation and debate, collaborative learning, and shaping empathy.

Total Hours spent on Objective #3: 128

PART IV: Contributions, Benefits, and Impact

In approximately 600-800 words, reflect on the broader outcomes and value of your sabbatical work. Use the following guiding prompts to organize your reflection into a cohesive narrative.

Guiding Prompts

- **Impact on Students:**
How did your sabbatical outcomes improve or enrich student learning, engagement, or success? Which SLOs, PSLOs, or Core Competencies were strengthened through your project's results?
- **Impact on Your Department:**
How does your work enhance curriculum, pedagogy, program design, or professional

collaboration within your department?

How might it support equity, diversity, and inclusion (EDI) or contribute to ongoing departmental initiatives?

- **Impact on the College and/or Community:**
Describe institutional or community-level benefits, such as professional dissemination, public presentations, workshops, curriculum, or creative/scholarly contributions that elevate MiraCosta College's visibility or mission.
- **Impact on Your Professional Growth:**
Reflect on the new knowledge, skills, or perspectives you gained and how they influence your teaching, leadership, or future professional practice.

Impact and Contributions:

Impact on Students:

The research in study abroad and virtual international exchange programs has helped me be better prepared to support students' increased global awareness and develop stronger empathy with our shared humanity. This sabbatical has equipped me with more effective ways to teach and connect students with people in other parts of the world, virtually and in future study abroad programs for MiraCosta College. The research and development of virtual international exchange curriculum in my courses connects directly to English C1000 SLO 3, "Students will be able to interpret texts with an awareness of the way their cultural and/or personal experiences inform their reading." Through the extensive research in virtual exchange and study abroad opportunities, I will more effectively support students' validation and understanding of their own culture as well as appreciating cultural experiences from other parts of the world.

The work in my sabbatical project also connects to our college core competency, "Knowledge of human cultures and the physical and natural world," as it contributes to helping students become "informed by awareness of global issues and trends, focused by engagement with big questions, both contemporary and enduring." The virtual international education curriculum I developed during my sabbatical focuses on students learning about American and international education, providing opportunities to ask "big questions" about educational systems, equity, diversity, and inclusion while reflecting on their own education journeys. Through deep dive discussions, critical readings of a variety of texts, collaborative assignments, and a culminating analytical project, students will become more engaged in our critical thinking, reading, and writing classes at MiraCosta.

As we continue educating our students to be critical thinkers, especially while acknowledging current social and cultural strife around the globe, the research and VIE curriculum I conducted and created will help advance notions of awareness and empathy among students with a mindfulness to help problem solve and create healthy spaces for dialogue and reconciliation when differences arise. My research has also revealed a higher sense of student engagement and success when they participate in international education programs and curriculum. Moreover, I look forward to sharing many student testimonials about their experiences in study abroad and VIE programs to further encourage MiraCosta students to engage in these programs. Much of the work in this sabbatical project and the broader field of international education centers on the premise of advancing students' global citizenry, collective cultural awareness, and shared humanity through understanding and appreciation of diverse human experiences, values, and perspectives.

Impact on my Department:

I have been fortunate to work with colleagues in the Letters department who are devoted to upholding equity, diversity, and inclusion, and this sabbatical research and VIE design continue to support this work. In the Letters Department, we consistently discuss student learning outcomes, curriculum design, program review, and pedagogy. The work I have done during this sabbatical will

contribute to this ongoing work as we continue supporting student success and evaluating our course outcomes. For the VIE curriculum, I included learning objectives that should dovetail well in our English and Reading courses. These learning objectives include students being able to evaluate similar and different cultural values in American and Irish educational systems; appreciate diversity in values, culture, practices, and perspectives in educational systems; develop effective collaborative skills while working on tasks and projects; enhance their cross-cultural communication skills through discussions and completion of tasks; improve their critical reflection skills through an awareness of international perspectives; and collaborate to discuss issues in education to improve the quality of their experience in higher education. As some members of my department have been involved in study abroad programs, I will use my research and VIE curriculum to contribute to future programs and experiences for students to engage in global citizenry. This sabbatical also helps me appreciate the work of my colleagues in study abroad programs, as we move forward equipping students with skills to work collaboratively across the world.

Impact on the College and Community:

As a member of the International Education Advisory Committee and collaborating with virtual international education efforts, I appreciate the opportunity to contribute my sabbatical research and curriculum to our college community. As our institution continues to support study abroad and virtual international education programs, my research and course design will help the college continue developing such programs. Specifically, this sabbatical work could help our college consider offering a study abroad program in Ireland for a future summer. During my research, I also studied webinars and journals that support diversity and equity with study abroad and VIE, connecting with our college mission and values: "MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves."

My research of California community colleges contributes to greater awareness of the needs of students, not only in our district, but also state-wide. By learning which programs our neighboring colleges offer for study abroad, we can continue collaborating and enhancing our own programs, also supporting MiraCosta's Goal II, preparing students "to be active global citizens, and provide opportunities for cultural educational enrichment." The curriculum I designed during the sabbatical will help students in our community continue enhancing their global awareness. Furthermore, my research contributes to MiraCosta college's Goal III by fostering "academic excellence by strategically developing a culturally competent, adaptive, innovative, and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real world experience; and intentional professional development for the college community that is responsive to a changing world." The work in analyzing and reflecting on American and Irish education systems directly connects with students enhancing their awareness of a changing world and provides opportunities for agency and activism.

Impact on my Professional Growth:

This sabbatical research, webinars, and workshops as well as designing virtual international education curriculum have helped me grow as an educator, colleague, and global citizen. I have learned a variety of types of study abroad and VIE programs, strategies for implementation, successes and challenges, and other nuances for both domestic and international studies. The student testimonials provided me with incredible insights about their perspectives studying abroad and the many ways in which such experiences impacted their lives and learning. These stories have increased my motivation for supporting such programs, and hopefully offering another summer study abroad opportunity in the future for our college.

The research also helped enhance my cultural awareness through learning about values and practices from universities and colleges in the United Kingdom, Ireland, and Denmark. As I work with international students each semester in my composition and reading courses, I am better equipped to continue showing empathy while supporting diverse learning needs and goals. Through organizations such as the Stevens Initiative, cic-abroad, COIL, GlobalUp Institute, upGrad Abroad, Passports Beyond

Borders, and others, I have learned invaluable skills and a broad knowledge base of ways to support students in international education. Also, the time I spent reflecting on my own courses provided me with deeper insights into my teaching and enhanced my thinking of ways to integrate globally conscious activities, lessons, and assignments in my class. My cross-cultural communication has improved through this work, and I look forward to further integrating more creativity in my classes and professional experiences at our institution.

PART V: Deliverables and Documentation

- A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, research report, curriculum materials, toolkit, article, creative works, recordings, a link to a website, a video tour of work completed, etc.

Deliverables:

Sabbatical Leave Log of Hours

Sabbatical Research Report including:

- Review of California Community College Study Abroad and VIE Programs
- Review of International College and University Study Abroad and VIE Programs
- Review of Books on Study Abroad
- Review of Webinars, Workshops, and Student Testimonials
- Course Mapping for Composition and Reading Courses
- Virtual International Education Curriculum for English Courses

- B. Include a link to your Documentation set to “Anyone with the link can view” and include all supporting materials, deliverables, and your Activity Log of hours (for self-directed sabbaticals). Below in permissions, you may choose who may view this folder. If necessary, the AS administrative assistant will remove the link from the report and share it only with the parties you designate:

Link to Folder:

[Private Mode](#)

PART VI: Estimated Total Hours

Total the number of verified hours spent completing the sabbatical activities (minimum 576 hours for one semester). Exclude:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Hours Completed: 588

PART VII: Permission for Sharing

Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public.

No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee.

PART VIII – Certification

Signature: *Luke Lamb*

Date: 2/6/2026



SABBATICAL LEAVE REPORT

Submission Instructions

- Complete all sections by replacing all “[Enter here]” with your information and clicking on any check boxes. If there were more than 3 objectives, please copy/paste objective 3 and modify.
 - Download as PDF.
 - Email the signed report to the Academic Senate Administrative Assistant by the last business day of the 4th week of instruction in the semester you return to full-time service.
-

PART I: Applicant Information

Name: Yana Gardiner

Department: Nursing

Title: Nursing Faculty

Select the duration of your sabbatical leave:

- Fall – One semester (full sabbatical)
- Spring – One semester (full sabbatical)
- Full-year sabbatical at 50% pay
- Variable (requires pre-approval by the Superintendent/President)
- Year taken [Enter here]

Category of Sabbatical Leave:

- Advanced Academic Studies
 - Self-Directed Studies
-

PART II: Abstract (Copied from Approved Application)

Copy and paste the final approved abstract from your Sabbatical Leave Application (including any Superintendent/President-approved modifications if applicable).

Abstract:

During my sabbatical, I plan to enroll in Spanish for Healthcare courses and develop a module for nursing students that highlight the benefits of speaking a second language, like Spanish, in a healthcare setting and research the cultural background to better serve this population. This module will be integrated into my current course, N183, Medical-Surgical Nursing II. A performance objective in my course is to examine how ethical and cultural issues can affect the care of perioperative adult patients as well as those with immunology and hematology disorders. By understanding these differences, nurses can deliver care that is not only clinically competent but also culturally sensitive, ultimately leading to better patient outcomes. This module will emphasize the importance of learning the native language of Spanish-speaking patients and the cultural competence necessary for effective care. Since nurses are often the first point of contact for patients and spend significant time with them, it is crucial for them to understand and respect Spanish-speaking patients’ cultural and linguistic needs. Once I have completed the module, I will arrange a clinical rotation at an outpatient clinic where Spanish is the

primary language spoken by patients. I intend to build a relationship with this clinic and actively practice my Spanish skills to contribute to patient care. Research indicates that speaking a patient's language can reduce health disparities, enhance the patient's experience, improve communication, and increase patient satisfaction and outcomes. Given that approximately 34% of the population in San Diego County speaks Spanish, with about 28% speaking it at home, this initiative is both timely and necessary.

PART III: Objectives and Activities

Objective #1: Learn basic Spanish for Healthcare

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc, that you completed to achieve this objective.

During the fall 2025 semester of my sabbatical, I focused on advancing Objective #1 by actively strengthening my Spanish language skills for use in healthcare settings. I participated in synchronous sessions through the UCSD Extension School's *Spanish for Healthcare Professionals* course, which emphasized medical terminology, patient communication, and practical language use relevant to clinical practice. These live learning experiences supported my goal of improving direct communication with Spanish-speaking patients and enhancing culturally responsive care.

In addition to synchronous instruction, I engaged in asynchronous coursework through Coursera Plus, completing modules on *Spanish Vocabulary: Meeting People* and *Spanish Vocabulary: Cultural Experience*. These courses reinforced foundational conversational skills and increased my understanding of cultural factors that influence patient interactions. I also completed dedicated independent study hours to review and practice vocabulary and concepts. To further support this learning, I participated in study hours at the Pacific Spanish Institute in Ensenada, Baja California, Mexico, which provided valuable opportunities for immersive language practice and cultural exposure. Collectively, these activities contributed to my continued development of Spanish proficiency and cultural competence, which are essential for improving communication, reducing health disparities, and delivering high-quality, patient-centered care to Spanish-speaking populations.

Total Hours spent on Objective #1: [328]

Objective #2: Research strategies for overcoming language barriers in healthcare and develop a learning module for nursing students in my N183 Canvas course. This module will educate students about the Hispanic culture and aid in increasing knowledge of caring for patients in Hispanic-serving clinics and hospitals.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc, that you completed to achieve this objective.

After conducting an extensive review of peer-reviewed literature, I developed learning modules for my course designed to help nursing students understand the complexities of delivering culturally competent care to Spanish-speaking patients. The modules emphasize the importance of accurate and appropriate language use—both for students who speak Spanish and for those who do not. For

students without language proficiency, the focus is on effectively utilizing professional communication tools, including certified medical interpreters and digital translation services in clinical settings.

The simulations are interactive and responsive to student decision-making. Patient cues are embedded to demonstrate either successful understanding through accurate interpretation or the potential consequences of miscommunication. Each simulation aligns with course objectives and reflects realistic hospital scenarios. Through multiple learning modalities, students are prompted to analyze how ethical and cultural considerations within the Hispanic population in the United States influence perioperative care for adult patients. Topics addressed include language barriers, family-centered values, traditional health beliefs, and healthcare access challenges, all of which can affect informed consent, treatment adherence, and clinical outcomes. The modules reinforce the nurse's responsibility to promote ethical, culturally responsive care by honoring patient values, ensuring clear communication, and advocating for equitable treatment.

In addition, I developed a research-based strategy guide and companion learning module focused on overcoming language barriers in healthcare. These materials incorporate local outreach initiatives that support Hispanic communities in San Diego County, including Latinos Living Healthy, the San Diego National Association of Hispanic Nurses (SDNAHN), and the Border Health Program through the County of San Diego Health & Human Services Agency (HHSA). The module provides an overview of these programs and highlights available community resources.

I also created learning modules centered on hypertension screening initiatives. In these activities, students design a community-based blood pressure screening event by identifying appropriate locations and target populations. For example, through collaboration with a community outreach coordinator in El Cajon, students learn that screenings are conducted at local swap meets to increase accessibility. Individuals identified as at risk for hypertension or other medical conditions are referred to a free clinic serving underserved and low-income populations. Students or volunteers assist in scheduling follow-up appointments with a physician or nurse practitioner. These referral resources are supported through Live Well San Diego, reinforcing the connection between academic preparation and community health advocacy.

Total Hours spent on Objective #2: [140]

Objective #3: Practice what I have learned by volunteering at various clinics such as Vista Community Clinic and TrueCare that focus on non-English speaking, Spanish-speaking patients offering evidence-based care in a culturally competent practice. Also continue to practice Spanish for healthcare in the emergency department setting, such as Tri-City Medical Center, where there are many unknowns for most patients, especially patients who do not speak English.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc, that you completed to achieve this objective.

I did not anticipate how difficult it would be to gain access to community clinics. Although I have been part of the nursing community in San Diego County for more than 25 years and have established strong professional relationships across the region, securing a placement during my sabbatical proved challenging. I contacted multiple clinics, physician offices, and volunteer organizations, but was declined because they either did not accept non-employees or did not require additional volunteer

support at that time. I also reached out to the CEO of Tri-City Medical Center, who generously connected me with physician offices and clinics; however, those opportunities ultimately did not materialize.

Fortunately, due to my longstanding professional relationship with Tri-City Medical Center, I was able to practice and strengthen my Spanish communication skills within that facility. As a local community hospital serving a large Hispanic population, it provided a meaningful and practical learning environment. Engaging directly with Spanish-speaking patients allowed me to apply my language skills in real clinical interactions. Many patients expressed appreciation for my efforts to communicate in their native language. They often presented with complex health concerns, and I was able to support the healthcare team by facilitating communication, reinforcing education, and helping ensure patient understanding.

In addition to clinical practice, I supplemented my learning through AI-based language applications. One of the most effective tools was Jump Speak, which allowed me to select specific clinical scenarios and engage in conversational practice tailored to those contexts. The availability and sophistication of these educational technologies significantly enhanced my learning experience and provided valuable opportunities to refine both language proficiency and clinical communication skills.

Total Hours spent on Objective #3: [112]

PART IV: Contributions, Benefits, and Impact

In approximately 600-800 words, reflect on the broader outcomes and value of your sabbatical work. Use the following guiding prompts to organize your reflection into a cohesive narrative.

Guiding Prompts

- **Impact on Students:**
How did your sabbatical outcomes improve or enrich student learning, engagement, or success? Which SLOs, PSLOs, or Core Competencies were strengthened through your project's results?
- **Impact on Your Department:**
How does your work enhance curriculum, pedagogy, program design, or professional collaboration within your department?
How might it support equity, diversity, and inclusion (EDI) or contribute to ongoing departmental initiatives?
- **Impact on the College and/or Community:**
Describe institutional or community-level benefits, such as professional dissemination, public presentations, workshops, curriculum, or creative/scholarly contributions that elevate MiraCosta College's visibility or mission.
- **Impact on Your Professional Growth:**
Reflect on the new knowledge, skills, or perspectives you gained and how they influence your teaching, leadership, or future professional practice.

Impact and Contributions:

Impact on Students:

My sabbatical outcomes directly strengthened student learning, engagement, and clinical readiness by aligning course content with the Student Learning Outcome (SLO) and Student Performance Outcome (PSLO). Through the development of evidence-based modules and interactive simulations, students now more effectively assess and evaluate the role of the RN in the perioperative setting, with particular emphasis on clinical reasoning, legal and ethical advocacy, and care delivery to the Hispanic population. The simulations require students to make real-time decisions regarding interpreter use, informed consent, and culturally responsive communication, reinforcing the RN's responsibility to ensure patient understanding and equitable care.

The Student Performance Outcome—examining how ethical and cultural issues affect perioperative adult patients—is strengthened through case-based analysis of language barriers, family-centered values, traditional health beliefs, and access disparities within the Hispanic population. Students evaluate how these variables influence consent, adherence, and outcomes, thereby deepening ethical reasoning and cultural humility.

Additionally, community-based hypertension screening projects connect theory to practice. By designing outreach events and coordinating referrals through local programs such as Live Well San Diego, students apply advocacy principles in real-world contexts. Collectively, these initiatives enhance cultural competence, clinical judgment, and professional accountability—core competencies essential for safe, ethical perioperative nursing practice.

Impact on my Nursing Department

My sabbatical work enhances the Nursing Department by strengthening curriculum design, advancing culturally responsive pedagogy, and expanding professional collaboration within the community. Through introductory Spanish training at UCSD Extension, a course at the Pacific Spanish Institute, and structured asynchronous coursework, I practiced my linguistic proficiency and cultural competence. These experiences directly informed the development of evidence-based learning modules that integrate language access, ethical advocacy, and clinical reasoning into perioperative nursing education.

The newly developed simulations and strategy guides enrich the curriculum by embedding real-world, decision-based scenarios that address interpreter utilization, informed consent, and culturally influenced health beliefs. This pedagogical approach moves beyond theoretical discussion and fosters applied learning, reflective practice, and measurable competency development. The hypertension screening project further strengthens program design by incorporating community-based learning and public health advocacy, aligning academic preparation with regional healthcare needs.

This work strongly supports departmental equity, diversity, and inclusion (EDI) initiatives by equipping students with practical tools to reduce language barriers and mitigate health disparities among Spanish-speaking populations. Partnerships with local organizations and clinical engagement at Tri-City Medical Center reinforce collaborative relationships between academia and community health systems. Collectively, these efforts position the department to graduate nurses who are linguistically prepared, culturally responsive, and committed to equitable, patient-centered care.

Impact on the College and/or Community:

My sabbatical work advances MiraCosta College's institutional mission by directly supporting equity, workforce development, and academic excellence. By strengthening my Spanish proficiency through UCSD Extension, immersive study in Mexico, and applied clinical practice, I enhanced my ability to model culturally responsive care and integrate language access strategies into the nursing curriculum. These efforts align with MiraCosta's institutional goals by promoting equitable access and helping dismantle systemic barriers that affect Spanish-speaking patients. The curriculum innovations—particularly simulations focused on interpreter use, informed consent, and culturally influenced health beliefs—prepare students to deliver safe, inclusive care that reduces health disparities.

This work also advances MiraCosta's institutional goals through meaningful community collaboration. The integration of local outreach programs and hypertension screening initiatives connects students with regional health needs and workforce realities. By aligning coursework with organizations serving Hispanic communities and incorporating referral pathways such as Live Well San Diego, the program strengthens community partnerships and prepares graduates to meet local healthcare demands.

Finally, the project supports MiraCosta's institutional goals by fostering an adaptive, culturally competent learning environment grounded in evidence-based pedagogy and experiential learning. The development of research-informed modules, community-engaged projects, and innovative simulation strategies elevates MiraCosta College's visibility as a leader in equitable nursing education and reinforces its commitment to preparing practice-ready professionals.

Impact on Professional Growth:

Engaging directly with Spanish-speaking patients at Tri-City Medical Center transformed my confidence and clinical fluency. Practicing real-time assessment, education, and clarification in another language sharpened my clinical reasoning and heightened my awareness of how easily miscommunication can affect safety and informed consent. I also developed a greater appreciation for interdisciplinary collaboration when supporting healthcare teams in meeting patients' linguistic and cultural needs.

The process of conducting a comprehensive literature review and designing interactive simulations strengthened my instructional design skills. I became more intentional about aligning learning outcomes with measurable competencies, particularly in ethical decision-making and cultural responsiveness. Incorporating AI-based conversational tools further broadened my approach to innovative teaching strategies.

Collectively, this experience deepened my leadership capacity, enhanced my cultural humility, and positioned me to model inclusive, evidence-based practice for students and colleagues alike.

PART V: Deliverables and Documentation

- A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, research report, curriculum materials, toolkit, article, creative works, recordings, a link to a website, a video tour of work completed, etc.

Deliverables:

[Nursing Simulation #1](#)

[Nursing Simulation #2](#)

[Case Study Questions for Simulation #2](#)

[Module for Nursing Students about Community Outreach](#)

[Hypertension Outreach in Hispanic Communities](#)

- B. Include a link to your Documentation set to “Anyone with the link can view” and include all supporting materials, deliverables, and your Activity Log of hours (for self-directed sabbaticals). Below in permissions, you may choose who may view this folder. If necessary, the AS administrative assistant will remove the link from the report and share it only with the parties you designate:

Link to Folder: [Activity Log of Hours](#)

[Literature Search](#)

[Research Strategies for Overcoming Language Barriers in Healthcare](#)

PART VI: Estimated Total Hours

Total the number of verified hours spent completing the sabbatical activities (minimum 576 hours for one semester). Exclude:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Hours Completed: [580]

PART VII: Permission for Sharing

Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public.

No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee.

PART VIII – Certification

Signature: Yana Gardiner

Date: February 11, 2026_



SABBATICAL LEAVE REPORT

Submission Instructions

- Complete all sections by replacing all “[Enter here]” with your information and clicking on any check boxes. If there were more than 3 objectives, please copy/paste objective 3 and modify.
 - Download as PDF.
 - Email the signed report to the Academic Senate Administrative Assistant by the last business day of the 4th week of instruction in the semester you return to full-time service.
-

PART I: Applicant Information

Name: Lesley Doig

Department: History

Title: Instructor

Select the duration of your sabbatical leave:

- Fall – One semester (full sabbatical)**
- Spring – One semester (full sabbatical)
- Full-year sabbatical at 50% pay
- Variable (requires pre-approval by the Superintendent/President)
- Year taken 2025

Category of Sabbatical Leave:

Advanced Academic Studies

Self-Directed Studies

PART II: Abstract (Copied from Approved Application)

Copy and paste the final approved abstract from your Sabbatical Leave Application (including any Superintendent/President-approved modifications if applicable).

Abstract:

I am requesting a sabbatical to revamp my online classes, deepen my understanding of AI, and research local history. The main thrust of my work will be heavy revision of the history surveys that I teach, Hist 110 and Hist 111. I embrace and celebrate the fact that teaching is a craft, that as professors we are continuously sharpening our skills and adjusting to new realities. That said, I've experienced significant changes in my instructional approach over the past five years. Prior to COVID, I had never taught online, but now regularly see that 60% of my load is online teaching. My Canvas classes were built quickly in Spring 2020 and have been refined over time, but now need substantial reworking. Linked to that, the emergence of AI has presented significant challenges. I would greatly benefit from time to explore responsible use of this technology as a tool--and how I may need to guard against it in my assessments. Lastly, I want to allow myself some time to be a practitioner of my discipline, to "do" not just teach. A local history project, relevant to my Hist 115 course, will allow me to flex those muscles.

PART III: Objectives and Activities

Objective #1: Significantly overhaul my Hist 110 (History of the United States to 1877) and Hist 111 (History of the United States from 1877) online courses.

Activities: Restructuring of my Hist 110 and Hist 111 online classes started with the selection of a new OER textbook, [The American Yawp](#). I then took a close look at the Canvas pages and materials that I previously used for my classes. In order to increase engagement and ease navigation, I created structure that simplified the presentation of materials on my Canvas pages. I edited preexisting lectures and PowerPoint slides. As a result of my work on Objective 2, I actively rethought the assignments that I had used for the classes, dropping monograph related work and adding the new category of "Historians' Skills." I revised online quizzes and rejiggered my use of discussion boards, shifting to assignments that would require students more actively demonstrate engagement with both lectures and readings. I built new big point assignments, which have added emphasis on links between historical events and modern-day realities and debates. I reworked the syllabi for the classes to reflect these shifts. Materials provided to the SLC via the link below include 2 syllabi, 3 Canvas screenshots, 7 assignments, and 4 rubrics.

Total Hours spent on Objective #1: 381

Objective #2: Develop a better understanding of AI. Examine ways in which AI might be used in my classes responsibly and productively. Gain clarity on how assessments need to shift in the face of AI.

Activities: To be frank, work on this objective was a bit of a winding road, which is reflected in a document I've provided to the SLC entitled "AI Journal Summary." I began my work on this objective by gathering and reading articles about the impact of AI on education, paying particular attention to the impact AI has on online classes. I expanded my reading into reddit postings and Substack blogs. Some of that reading is reflected in the document "AI Bibliography." I began experimenting with AI in order to better understand the user experience and, in particular, see how it might be working for my students. That early work led to some real frustration, so I spent some time thinking about the reasons for that emotional response. I pivoted-- engaging in community and authentic conversation, slow thinking, and enjoyment of art. I spent a lot of time talking with many people from a wide variety of backgrounds about their thoughts on AI. Palate cleansed, I then cautiously returned to experimenting with AI, seeing how it might be of use in rebuilding assignments to make them more AI resistant, while also confronting which assignments will no longer work in the face of AI's ubiquity. I used AI to sharpen rubrics. I came up with some ideas for in-class activities that could make use of AI. Lastly, I started to think about how my discipline can counter some of the harm I think is a result of excessive use of AI. I built activities that will more actively ensure that students leave my classes with robust reading skills and sharpened critical thinking ability. Fruits of that work are reflected in the document provided to the SLC entitled, "Lateral Reading Intro Activity slides." My efforts of this second objective were also of great value in building materials provided as evidence for work on Objective 1.

Total Hours spent on Objective #2: 147

Objective #3: Utilize the special collections holdings at SDSU to research Women's Rights activism in San Diego in the late 1960s-late 1990s, with emphasis on the 1970 creation of the Women's Studies Department.

Activities: I began my work on this objective by searching out materials that examined the origins of the Women's Studies Program at San Diego State University. I found, and read, materials on the department's online pages as well as some secondary sources. I then used the special collections page of the SDSU library to see what archival collections might be of use. I began searching the online holdings of the college newspaper, The Daily Aztec, for articles related to the early years of the program. I spent time in the library's archives. I used the materials uncovered in the above to create a document called "Resources related to SDSU's Women's Studies Program history" which is included in materials provided to the SLC. I reworked the lesson plans for coverage of the 2nd wave in my History 115: Women in American History class. I built an activity centered on primary sources uncovered in this work. The SLC has also been provided with a curated collection of pdf documents entitled "Documents Collection for SDSU Women's Studies Program" as well as "Hist 115 SDSU Activity" which is the handout I'll use to guide the class through the activity.

Total Hours spent on Objective #3: 74

PART IV: Contributions, Benefits, and Impact

In approximately 600-800 words, reflect on the broader outcomes and value of your sabbatical work. Use the following guiding prompts to organize your reflection into a cohesive narrative.

Guiding Prompts

- **Impact on Students:**
How did your sabbatical outcomes improve or enrich student learning, engagement, or success? Which SLOs, PSLOs, or Core Competencies were strengthened through your project's results?
- **Impact on Your Department:**
How does your work enhance curriculum, pedagogy, program design, or professional collaboration within your department?
How might it support equity, diversity, and inclusion (EDI) or contribute to ongoing departmental initiatives?
- **Impact on the College and/or Community:**
Describe institutional or community-level benefits, such as professional dissemination, public presentations, workshops, curriculum, or creative/scholarly contributions that elevate MiraCosta College's visibility or mission.
- **Impact on Your Professional Growth:**
Reflect on the new knowledge, skills, or perspectives you gained and how they influence your teaching, leadership, or future professional practice.

Impact and Contributions:

I last took a sabbatical in Spring 2019. Since then, my work has changed dramatically. Before Spring 2020, I did not teach online; now, approximately 60% of my load is online. The expansion of AI tools and increased concurrent enrollment have further reshaped my teaching—especially online. While

these shifts are challenging, I feel fortunate to work as an educator at MiraCosta, serving students from diverse backgrounds. I'm also aware of the responsibility this work carries; the American History courses I teach are tangibly important in a moment when historical understanding, civic engagement, and critical thinking are essential. My sabbatical was a chance to reshape my teaching methods to fit these new realities—and engage in targeted research on local history.

A desire to better serve the students I have today was central to my sabbatical work. To focus my efforts, I kept three model students in mind: an overstretched 16-year-old, an enthusiastic 27-year-old, and an underconfident 42-year-old working parent. During my leave, I reworked the structure of my online courses, imagining these three model students as I considered what would keep them on track, engaged, and supported. Sabbatical efforts led to course content that is easier to navigate and more compelling. My assignments now more transparently teach disciplinary skills and help students connect history to current issues and their own experiences.

My work on Objective 3, which took me into the archives at SDSU, served a twofold purpose. Firstly, it helped me remember that I am a historian, an identity I am invigorated by, but sometimes feel removed from. I've been praised by students for having a passion for my subject; time flexing my historian's muscles helped keep that spark alive. Secondly, the research was explicitly intended to create a new lesson for my Women's History course. I'm excited to share with them that not long ago, local students their age advocated for the nation's first Women's Studies program. Bringing this history into my classroom will allow students to embrace their agency. This research could also easily lead to collaboration with the SJEC during Women's History Month.

In response to my research on AI and its implications for higher education, I introduced more intentional "friction" into my courses—assignments that require students to actively practice the Core Competency of "critical and creative thinking." Rather than allowing for reliance on AI answers, student assignments now necessitate engagement in scaffolded approaches, deep reading, and historian-specific skills. But as I significantly reworked my assignments, I continued to consider pedagogical impact. As a historian, my commitment to the college's core competency of "intercultural competence and respect for diverse perspectives" is central to my work. My goal in the overhaul was to end up with classes that are more AI resistant but also accessible, engaging, intellectually rigorous, and welcoming of the diverse experiences students bring to the class.

But it's also important to admit that my research into AI did little to alleviate my concerns about the loss of critical thinking skills that can accompany use of these tools. This concern is particularly acute because HIST 110 and 111 fulfill the American Institutions requirement; these courses are intended to help students see themselves as active citizens, aware of their agency. One thing that I am convinced can be a useful response? Lessons on careful media navigation and lateral reading. I introduced some lateral reading assignments into my classes and would welcome sharing this approach in campus-wide efforts promoting civic engagement.

The work completed during my sabbatical will also benefit my department. Staffing changes over the past few years have reshaped us significantly, and we are now engaged in substantive discussions about revising our CSLOs and PSLOs. My course redesign allowed me to put into practice lessons drawn from my participation in NCORE conferences, the Juntos Podemos learning community, and statewide conversations related to the Common Course Numbering Project. Time away from teaching 150–200 students a semester allowed me to reflect deeply on intention. I am excited to draw upon that replenishment as I embark on the SLO overhaul with my colleagues.

Additionally, our department has been engaged in ongoing conversations about the use of AI in online instruction. We are committed to strengthening students' abilities in the core competency of "inquiry, analysis, and independent thinking." The research and experimentation I conducted as part of Objective 2 of my sabbatical provide specific ideas for assignments and policies that respond thoughtfully to the ubiquity of AI while reinforcing historian-specific skills. I look forward to sharing these findings both within my department and in broader interdepartmental conversations as the college continues to develop thoughtful responses to AI.

Overall, my sabbatical allowed me to respond intentionally to a rapidly changing educational environment. It strengthened my courses, sharpened my pedagogical commitments, reaffirmed my identity as a historian, and positioned me to contribute meaningfully to departmental and institutional conversations. Most importantly, it better equips me to serve the students who are in our classrooms—physical and virtual—today.

PART V: Deliverables and Documentation

- A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, research report, curriculum materials, toolkit, article, creative works, recordings, a link to a website, a video tour of work completed, etc.

Deliverables:

Doig Time Report

Obj. 1 History 110 and 111 Syllabi

Obj. 1 Canas Screenshots

Obj. 1 Three Hist 110 Assignments

Obj. 1 Three Hist 111 Assignments

Obj. 1 Four Rubrics

Obj. 2 AI Journal Summary

Obj. 2 AI Bibliography

Obj. 2 Lateral Reading Intro Activity slides

Obj. 3 Documents Collection for SDSU Women's Studies Program

Obj. 3 Resources related to SDSU's Women's Studies Program history

Obj. 3 Hist 115 SDSU Activity

- B. Include a link to your Documentation set to "Anyone with the link can view" and include all supporting materials, deliverables, and your Activity Log of hours (for self-directed sabbaticals). Below in permissions, you may choose who may view this folder. If necessary, the AS administrative assistant will remove the link from the report and share it only with the parties you designate:

Link to Folder: [Doig Sabbatical Packet File](#)
[Private Mode](#)

PART VI: Estimated Total Hours

Total the number of verified hours spent completing the sabbatical activities (minimum 576 hours for one semester). Exclude:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Hours Completed: 602

PART VII: Permission for Sharing

Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public.

No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee.

PART VIII – Certification

Signature: __Lesley Doig (electronic signature)

Date: 2/11/2026



SABBATICAL LEAVE REPORT

Submission Instructions

- Complete all sections by replacing all “[Enter here]” with your information and clicking on any check boxes. If there were more than 3 objectives, please copy/paste objective 3 and modify.
- Download as PDF.
- Email the signed report to the Academic Senate Administrative Assistant by the last business day of the 4th week of instruction in the semester you return to full-time service.

PART I: Applicant Information

Name: Eric Robertson

Department: Communication Studies

Title: Sabbatical (Fall 2025)

Select the duration of your sabbatical leave:

- Fall — One semester (full sabbatical)
- Spring – One semester (full sabbatical)
- Full-year sabbatical at 50% pay
- Variable (requires pre-approval by the Superintendent/President)
- Year taken [Enter here]

Category of Sabbatical Leave:

- Advanced Academic Studies
- Self-Directed Studies

PART II: Abstract (Copied from Approved Application)

Copy and paste the final approved abstract from your Sabbatical Leave Application (including any Superintendent/President-approved modifications if applicable).

Abstract:

The Public Speaking course has always been important to general education. Public speaking is the most frequently taught class in the Department of Communication Studies, and it provides the foundation for one of the most in-demand and valuable outcomes gained from higher education: communication skills. With the implementation of Cal-GETC, this class will now be required not only for students transferring to CSU, as it was before, but also for those planning to attend a UC. With the addition of even more students taking Public Speaking, the focus of my sabbatical will be the revising and updating of this course.

PART III: Objectives and Activities

Objective #1: To explore textbooks, articles, videos and other materials that will directly apply to Cal-GETC updates in Public Speaking courses.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc, that you completed to achieve this objective.

1. Conducted a comprehensive review of current course materials in alignment with updated Course Outline of Record (COR) requirements.

2. Designed a full 17-week instructional framework to guide research, sequencing, and curriculum redevelopment.
3. Read and analyzed foundational rhetorical theory, including Rhetoric by Aristotle, to support updated learning outcomes.
4. Reviewed and synthesized contemporary public speaking scholarship and OER materials to modernize course content.
5. Researched and curated diverse, current video examples for major speech assignments to increase inclusivity and relevance.
6. Studied peer-reviewed research on speech anxiety, transparency effects, and instructional communication to inform pedagogical updates.
7. Examined equity-focused research on supporting men of color in community colleges to inform inclusive instructional practices.
8. Reviewed best practices in presentation content, delivery, and instructional design from leading academic and professional sources.
9. Completed extensive reading of multiple OER public speaking textbooks to evaluate alignment, rigor, and adaptability.
10. Developed and refined course syllabus content, including structural organization and instructional flow.
11. Outlined and scripted welcome videos and early-term engagement materials to improve student onboarding.
12. Completed professional development workshops on Accessibility and Universal Design for Learning (UDL) and applied principles to course planning.
13. Integrated accessibility considerations into instructional materials, assignments, and course structure.
14. Conducted sustained literature review periods to ensure theoretical depth and compliance with revised COR expectations.

Total Hours spent on Objective #1: 190

Objective #2: Design and create content for a revised version of the Public Speaking class, using Canvas, to be offered by the Department of Communication Studies.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc, that you completed to achieve this objective.

1. Revised the course syllabus to improve clarity, organization, and alignment with updated instructional goals.
2. Reworked grading structures and point distributions to better reflect learning objectives and student workload.
3. Designed and implemented a liquid syllabus to improve transparency, accessibility, and student engagement.
4. Refined the liquid syllabus by revising formatting, tone, and navigational flow to enhance the student experience.

5. Re-envisioned course engagement strategies to improve communication, consistency, and participation.
6. Rewrote and revised eighteen individual assignments to improve clarity, rigor, scaffolding, and alignment with course outcomes.
7. Redesigned and reconceptualized the Canvas course shell to improve usability, visual hierarchy, and instructional coherence, specifically through the calendar function.
8. Integrated newly researched instructional materials into the Canvas course, aligning content with updated objectives.
9. Applied principles of instructional design and online pedagogy to improve navigation, consistency, and student comprehension across all content.

Total Hours spent on Objective #2: 424

PART IV: Contributions, Benefits, and Impact

In approximately 600-800 words, reflect on the broader outcomes and value of your sabbatical work. Use the following guiding prompts to organize your reflection into a cohesive narrative.

Guiding Prompts

- **Impact on Students:**
How did your sabbatical outcomes improve or enrich student learning, engagement, or success? Which SLOs, PSLOs, or Core Competencies were strengthened through your project's results?
These objectives directly support the SLOs in the public speaking class. One of the surprising directions this sabbatical took was leaning into Universal Design for Learning concepts. Not only was I able to incorporate new and relevant material, but I had the opportunity to present it through multiple modalities with new images, videos, texts, and study guides to add to students' understanding of key concepts and skills.
- **Impact on Your Department:**
How does your work enhance curriculum, pedagogy, program design, or professional collaboration within your department?
Redesigning this course allows for greater development of the curriculum and pedagogy of our department. I will be sharing this material with our faculty, and this will provide the opportunity to explore new resources and techniques for their existing classes. Since almost all of our instructors teach this course, it could be very beneficial to their pedagogy. I also created separate documents that provide access to the course materials and course assignments without having to directly engage with the Canvas shell.
- **How might it support equity, diversity, and inclusion (EDI) or contribute to ongoing departmental initiatives?**
The structure of the course allows for accessibility from students in a variety of backgrounds. Not only does the UDL strategy help different learning styles and preferences, the overall class is designed in a flexible manner that caters to the strengths and abilities of different types of students. For example, the speaking mentor speech allows students to develop their speaking style in a way that encourages identification with their community, background, and the style that resonates with themselves as individuals.
- **Impact on the College and/or Community:**
Describe institutional or community-level benefits, such as professional dissemination, public

presentations, workshops, curriculum, or creative/scholarly contributions that elevate MiraCosta College's visibility or mission.

This sabbatical project provides significant institutional benefits to MiraCosta College by strengthening curriculum quality, advancing equity and accessibility, and supporting the college's mission of inclusive, student-centered instruction. The redesigned course materials, assignments, and Canvas course structure align directly with updated Course Outlines of Record and reflect current research in communication studies, instructional design, and Universal Design for Learning (UDL).

At the institutional level, the project results in a fully modernized public speaking curriculum that can be shared across sections and faculty, serving as a model for course design, accessibility practices, and even online engagement. The revised syllabus, liquid syllabus framework, and Canvas course organization demonstrate best practices in transparency, navigation, and student onboarding. These choices and strategies improve the design, particularly for first-generation students and students from historically underserved populations.

The work also contributes to MiraCosta College's commitment to equity and accessibility by integrating research-based strategies for supporting speech anxiety, culturally responsive pedagogy, and accessible instructional materials. These improvements align with district-wide equity initiatives and California Community College system priorities, reinforcing MiraCosta's leadership in inclusive teaching practices.

Overall this project enhances a vitally important course, supports faculty collaboration, and produces transferable instructional resources that benefit students and colleagues.

- **Impact on Your Professional Growth:**

- Reflect on the new knowledge, skills, or perspectives you gained and how they influence your teaching, leadership, or future professional practice.

Impact and Contributions:

This sabbatical project significantly expanded my knowledge of contemporary public speaking pedagogy, instructional design, and equitable teaching practices. Through sustained engagement with peer-reviewed research, foundational rhetorical theory, and current Open Educational Resources, I deepened my understanding of how classical principles of rhetoric can be meaningfully integrated with modern, student-centered instructional approaches.

A major skill developed during this project was the intentional design of accessible and transparent learning environments. Applying principles of Universal Design for Learning and accessibility best practices reshaped how I structure syllabi, assignments, and course navigation. The development of a liquid syllabus and redesigned Canvas course strengthened my ability to reduce cognitive load, clarify expectations, and create more inclusive pathways for student success. This inclusion and student driven engagement can be very important for students experiencing speech anxiety or navigating higher education for the first time.

This work also broadened my perspective on equity-minded instruction. Research on culturally responsive pedagogy and student support strategies reinforced the importance of representation, relevance, and flexibility in communication courses. These insights now inform my selection of

examples, speech topics, and assessment methods, allowing students to engage with content in ways that reflect their identities and lived experiences.

This sabbatical sharpened my leadership capacity by positioning me to support colleagues in curriculum development, course design, and accessibility practices. I have already shared these materials with our department chair, and she will be distributing them to our associate faculty as a resource. Overall, this sabbatical has strengthened my teaching practice, expanded my leadership role, and provided a sustainable framework for future instructional innovation.

PART V: Deliverables and Documentation

- A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, research report, curriculum materials, toolkit, article, creative works, recordings, a link to a website, a video tour of work completed, etc.

Deliverables:

[Canvas Instructure Course](#)

[course content](#)

[Liquid Syllabus](#)

[Syllabus](#)

[Week by Week Breakdown](#)

[All Assignments](#)

- B. Include a link to your Documentation set to “Anyone with the link can view” and include all supporting materials, deliverables, and your Activity Log of hours (for self-directed sabbaticals). Below in permissions, you may choose who may view this folder. If necessary, the AS administrative assistant will remove the link from the report and share it only with the parties you designate:

Link to Folder:

[Private Mode](#)

PART VI: Estimated Total Hours

Total the number of verified hours spent completing the sabbatical activities (minimum 576 hours for one semester). Exclude:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Hours Completed: 614

PART VII: Permission for Sharing

Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public.

No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee.

PART VIII – Certification

Signature:  _____

Date: 2/6/2026 _____



SABBATICAL LEAVE REPORT

Submission Instructions

- Complete all sections by replacing all “[Enter here]” with your information and clicking on any check boxes. If there were more than 3 objectives, please copy/paste objective 3 and modify.
 - Download as PDF.
 - Email the signed report to the Academic Senate Administrative Assistant by the last business day of the 4th week of instruction in the semester you return to full-time service.
-

PART I: Applicant Information

Name: Magdalena Zepeda

Department: Counseling

Title: Counseling Faculty

Select the duration of your sabbatical leave:

- **Fall – One semester (full sabbatical)**
- Spring – One semester (full sabbatical)
- Full-year sabbatical at 50% pay
- Variable (requires pre-approval by the Superintendent/President)
- Year taken 2025

Category of Sabbatical Leave:

Advanced Academic Studies

Self-Directed Studies

PART II: Abstract (Copied from Approved Application)

Copy and paste the final approved abstract from your Sabbatical Leave Application (including any Superintendent/President-approved modifications if applicable).

Abstract:

The purpose of the proposed sabbatical leave is to research and identify the way counselors can strengthen various forms of capital for first generation college students using Tara Yosso's six-part Cultural Wealth Model that includes wealth such as aspirational, linguistic, familial, social, navigational, and resistance. Through research and experiential learning, an assessment will be created for students to understand how they can navigate college from a strengths-based perspective.

PART III: Objectives and Activities

Objective #1:

I will research and study Dr. Tara Yosso's Community Cultural Wealth as a critical race theory (CRT) challenge to traditional interpretations of cultural capital to help students uncover the cultural knowledge, skills, abilities and contacts they possess. In addition, I will research how I can better acknowledge the strengths that students bring to everyday interactions. Through this, I hope to learn how to better support students of color and first-generation college students as they navigate college.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc., that you completed to achieve this objective.

Gathered list of reading materials and research topics. Started reading Critical Race Counterstories.
Read Critical Race Counterstories and reflected on the counterstories and impact on achieving higher education.
Read articles (CSULB, Stanton-Salazar, Rendón, & Garcia) and reflected on cultural wealth in the college. Compiling research information.
Read and took notes on the book Viral Justice and reflected on the profound impact of positive practices.
Read and took notes on books Sentipensante and Teaching to Transgress
Read and took notes on books 21 miles and First Gen and reflected on the power of telling one's stories.
Read and took notes on books Someone Like Me, My (underground) American Dream and You Sound Like a White Girl by Julissa Arce. Reflected on the plight of undocumented students.
Read and took notes on books The Distance Between Us and A Dream Called Home by Reyna Grande and reflected on strengths people exhibit such as resilience, perseverance and hope.
Read and took notes on the book For Brown Girls and reflected on the power women of color have to combat racism, sexism and classism.
Listened to Duke Law Podcast What is critical race theory, and why is it under attack?
Listened to webinar: Using the Cultural Wealth of Families to Create Meaningful Learning Contexts for Children
Listened to webinar: Echoes of History in the Future of Immigration: Revisiting the Immigration and Nationality Act of 1965
Read article "A Home Away from Home: Navigating Success and Identity for Black and Hispanic Males in Community Colleges"
Read and took notes on the book Banished Citizens: A History of the Mexican American Women Who Endured Repatriation.
Read and took notes on the book, "So You Want To Talk about Race.
Read and took notes on the book Critical Race feministas: Living and Learning in the Borderlands.

Attended UCLA Conference: Think. Teach. Transform. Critical Race Studies 25th Anniversary Symposium and Celebration.
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Read and took notes on the book Brava: A Latina lawyer's path to empowerment.

Listened to Webinar: Community Cultural Wealth: Using Cultural Capital to Enhance Belonging in the Classroom
--

Total Hours spent on Objective #1: [401]

Objective #2:

Using experiential learning, I will, for the first time, travel to Fresnillo, Zacatecas where my grandmother was born and raised and to Concepcion, Sinaloa where my grandfather was born and raised to draw on the cultural capital I bring as an Educator of color in order to better serve students who struggle with social and racial justice. I also plan to build my personal cultural capital: linguistic, familial, social, and navigational wealth to model that experience for students.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc., that you completed to achieve this objective.

Experiential Learning. Journal and reflection writing.
--

Experiential Learning and the Development of Cultural Wealth

As part of my sabbatical, I engaged in experiential learning by traveling to Sinaloa, Mexico—the birthplace of my grandfather—which provided a meaningful opportunity for reflection and cultural reconnection. Experiential learning theory suggests that knowledge develops through lived experience and reflective practice. By reconnecting with family members, hearing stories about my grandfather’s life, and immersing myself in the cultural landscape of Mazatlán and surrounding communities, I deepened my understanding of the forms of capital described in Tara Yosso’s Community Cultural Wealth framework.

Capital:	Activities:
Linguistic	Strengthened through Spanish conversations and storytelling.
Familial	Deepened through reconnection with extended relatives and in hearing family narratives.
Social	Built through learning more about the local communities, cultural spaces, and traditions.
Navigational	Supported through traveling between cities and responding to unexpected changes.
Aspirational	Reconnected with hopes and sacrifices that shaped the family's migration story.
Resistant	Reinforced through traveling across borders and recognizing the structural inequalities that shape migration.

Total Hours spent on Objective #2: [60]

Objective #3:

I will create an assessment that counselors can use with students in counseling sessions to build rapport and help students recognize their strengths and the wealth they possess as they set out to accomplish their goals.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc., that you completed to achieve this objective.

Created an outline and initial draft of the Community Cultural Wealth Reflection & Assessment Tool ; began integrating research insights and tools.
Revised and expanded the Community Cultural Wealth Reflection & Assessment Tool. Worked on documenting time log and research summaries
Finalized the Community Cultural Wealth Reflection & Assessment Tool.
Formatted and proofed the document and finalized references and research sources. Drafted response to sabbatical resource report prompts.

Total Hours spent on Objective #3: [119]

PART IV: Contributions, Benefits, and Impact

In approximately 600-800 words, reflect on the broader outcomes and value of your sabbatical work. Use the following guiding prompts to organize your reflection into a cohesive narrative.

Guiding Prompts

- **Impact on Students:**
How did your sabbatical outcomes improve or enrich student learning, engagement, or success? Which SLOs, PSLOs, or Core Competencies were strengthened through your project's results?
- **Impact on Your Department:**
How does your work enhance curriculum, pedagogy, program design, or professional collaboration within your department?
How might it support equity, diversity, and inclusion (EDI) or contribute to ongoing departmental initiatives?
- **Impact on the College and/or Community:**
Describe institutional or community-level benefits, such as professional dissemination, public presentations, workshops, curriculum, or creative/scholarly contributions that elevate MiraCosta College's visibility or mission.
- **Impact on Your Professional Growth:**
Reflect on the new knowledge, skills, or perspectives you gained and how they influence your teaching, leadership, or future professional practice.

Impact and Contributions:

This sabbatical created a rare and meaningful pause in my professional journey — a space to step back from the pace of daily counseling work and reflect more deeply on how I show up for students, colleagues, and the broader college community. Throughout this experience, I found myself returning again and again to one central question: How can counseling better honor the cultural strengths and lived experiences that first-generation college students and students of color already carry with them? The research, reading, and reflection I engaged in reshaped not only my understanding of student support but also my sense of purpose as an academic counselor.

Impact on Students

One of the most powerful outcomes of this work has been a shift in how I frame conversations with students. Instead of beginning from a place of problem-solving or remediation, I have moved toward inviting students to recognize their existing forms of strength — their resilience, community knowledge, language skills, and ability to navigate systems that were not always built with them in mind. During the sabbatical, I developed ideas for a strengths-based assessment that encourages students to name their own forms of cultural wealth. This approach changes the tone of counseling from “fixing what is missing” to affirming what is already present. I believe this shift can deepen student engagement because it allows students to feel seen as whole individuals rather than as checklists of requirements. When students feel validated, they are more willing to share their stories, ask questions, and imagine new possibilities for their academic paths.

Impact on the Counseling Department

As I reflected on my learning, I began to see how these ideas extend beyond individual counseling sessions into our collective work as a department. The sabbatical encouraged me to think about counseling not only as a service but as a shared pedagogical space — one where we can intentionally integrate culturally responsive practices into curriculum, workshops, and program design. I hope this work sparks ongoing dialogue among colleagues about how we define success for our students and how our practices can align with equity-minded values. By bringing forward research on validation, servingness, and humanizing education, I see opportunities to strengthen collaboration and to create more consistent, strengths-based approaches across counseling programs. This process has also helped me recognize that equity, diversity, and inclusion are not separate initiatives; they are woven into everyday counseling decisions, from the language we use to the way we build relationships with students.

Impact on the College and Community

Throughout the sabbatical, I found myself thinking about how this work could ripple outward into the broader campus and surrounding community. The ideas explored during this time feel most meaningful when they are shared — through professional development conversations, presentations, or collaborative spaces where faculty and staff can reflect on their own practices. I envision workshops and discussions that invite colleagues to explore strengths-based frameworks and to consider how counseling perspectives can support teaching and student engagement across disciplines. Beyond campus, this work has the potential to connect with community partners who serve first-generation and historically underserved students, creating a bridge between college and community spaces. In this way, the sabbatical contributes not only to personal growth but also to the college’s mission of fostering inclusive learning environments and uplifting diverse voices.

Impact on My Professional Growth

Perhaps the most transformative part of the sabbatical has been the personal reflection it inspired. Immersing myself in research that centers cultural wealth, counterstorytelling, and holistic approaches to education encouraged me to slow down and reconsider my own assumptions about counseling and leadership. I found myself thinking more intentionally about presence — about listening deeply, creating space for emotion as well as intellect, and recognizing counseling as both relational and transformative work. This experience strengthened my confidence to bring new ideas forward and to see myself not only as a counselor but also as a learner, collaborator, and advocate for humanizing practices in higher education. Moving forward, I carry a renewed commitment to integrating reflective practices into my counseling approach and to continuing conversations that challenge deficit-based thinking.

Ultimately, the sabbatical was not just a period of study; it was a period of reconnection to the values that first drew me to counseling and to the possibility of creating more affirming spaces for students. It reminded me that meaningful change often begins quietly, through reflection, dialogue, and the willingness to imagine counseling differently. I return to my role with a deeper sense of clarity, gratitude, and purpose, hopeful that the lessons learned during this time will continue to shape how I serve students, collaborate with colleagues, and contribute to a more inclusive educational environment.

PART V: Deliverables and Documentation

1. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, research report, curriculum

materials, toolkit, article, creative works, recordings, a link to a website, a video tour of work completed, etc.

Deliverables:

Community Cultural Wealth and Assessment Tool [Community Cultural Wealth Reflection & Assessment Tool](#)

Research Documentation and Activity Log
[Private Link](#)

2. Include a link to your Documentation set to “Anyone with the link can view” and include all supporting materials, deliverables, and your Activity Log of hours (for self-directed sabbaticals). Below in permissions, you may choose who may view this folder. If necessary, the AS administrative assistant will remove the link from the report and share it only with the parties you designate:

Link to Folder:

[Private Link](#)

PART VI: Estimated Total Hours

Total the number of verified hours spent completing the sabbatical activities (minimum 576 hours for one semester). Exclude:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)

- Contractual duties (committee service, chair roles, coordination)

Total Hours Completed: [580]

PART VII: Permission for Sharing

Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public.

No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee.

PART VIII – Certification

Signature: _____ *Magdalena Zepeda* _____ Date: _____ 2/11/26 _____



SABBATICAL LEAVE REPORT

PART I: Applicant Information

Name: Tricia Hoste

Department: Noncredit ESL

Title: NCESL Faculty

Select the duration of your sabbatical leave:

- Fall – One semester (full sabbatical)
- 2025

Category of Sabbatical Leave:

Advanced Academic Studies – took online courses

PART II: Abstract

Abstract:

The proposed sabbatical leave focused on enhancing English language instruction and promoted instructor connection of course objectives to a workplace context within the class lessons. First, I researched, evaluated, and curated supplemental media resources that link English language lessons to workplace related content, while identifying gaps and creating new content where necessary. This ensures that instructors have access to relevant, real-world materials to integrate into their teaching. Second, I took four courses to be trained in how to create effective online resources such as apps, websites, and videos. Finally, I developed strategies for incorporating both the resources curated and online creation skills gained into student learning objectives and course competencies, aligning them with practical workplace skills. Thank you for this opportunity. *(Copied from previous approved application and made current in verb tense)*

PART III: Objectives and Activities

***Objective #1:** *(Copied from previous approved application and made current in verb tense)* I researched, evaluated, and curated supplemental media resources that link ESL course objectives to workplace related content, while identifying gaps of where new content might be necessary.

Activities:

- Researched available media on the topic of English in the workplace and where gaps of material may exist (meaning, which topics of supplemental media are still needed.)
- Collected over 70 different links (above the original goal of 15) as supplemental media resources for instructors to connect English language lessons to workplace related content and

organized them according to level, topic and language function according to what ESL classes often teach.

- Created organized tables listing supplemental media links for instructors to use the relevant, real-world materials to integrate into their teaching and connect student learning objectives and/or course competencies to workplace contexts. Tables are organized according to level and/or topics that coordinate with the Noncredit ESL WIOA grant COAPPs (units including assessments that provide payment points to the program).
- Designated these tables according to topics and levels, with labels showing how each group of supplemental media connects to specific competencies and/or workplace topics, especially to the workplace units required by our Noncredit ESL's WIOA grant for reporting points.

[See deliverable here:](#) Curated list in organized tables linking supplemental media for workplace English lessons

Total Hours spent on Objective #1: 35 hours

***Objective #2:** *(copied from application)*

To help fill the gaps of media connecting ESL course content workplace contexts as found in objective #1 above, I took graduate level courses from Fresno Pacific University in order to develop skills in media/video creation with the intent to create videos that connect course lessons to applicable workplace topics.

Activities:

The courses listed below were completed in Fresno Pacific University's graduate certificate program, achieving an "A" grade as a result. (Please see final grade transcript linked below.)

- Create a Classroom Website TEC 991 (Fresno Pacific University) = 3 credits = *Grade A received*
Course description: <https://ce.fresno.edu/educator-courses/tec-991/>

Personal Summary: This course reviewed five different website platforms that teachers can create as a communication tool for student review & course announcements in a class. Assignments included the creation of four different homepages (selected from the five sites learned) as an introduction to how a course website would be envisioned. Because the Canvas LMS platform is commonly used at MiraCosta College, I chose to develop a homepage that didn't merely share announcements (since we have Canvas announcements for that) but that served as a future reference site students and teachers to access supplemental media that demonstrated English in the workplace. While the site is still in progress, I am confident in the homepage as a foundation of what will come.

- YouTube for Teachers TEC 968 (Fresno Pacific University) = 3 credits = *Grade A received*
Course description: <https://ce.fresno.edu/educator-courses/tec-968/>

Personal Summary: This course gave an exhaustive presentation of options that YouTube offers for ceation of YouTube shorts, podcasts, videos, chapter notes, whiteboard recordings, a large variety of video editing websites to contribute to content such as Canva, Zoom, Screencastify, Google, and more. The course also reviewed a variety of settings, law regulations, copyright rules, and various features that had to be considered before uploading a recording on a public platform.

- Teaching with Canvas (Fresno Pacific University) = 3 credits = *Grade A received*
Course description: <https://ce.fresno.edu/educator-courses/tech-902>

Personal Summary: This course gave in-depth instruction and practice with the most recent updates or additions of Canvas options, settings, and assessments as well as the advantages or disadvantages of each as they pertain to different demographics of students in education. A variety of articles were assigned as research behind why concepts such as instructor feedback, data analysis, formative & informative assessments and student interaction were key considerations when developing modules with the various options possible with Canvas.

Note: The originally planned courses, Web 2.0 Tools for the Classroom and Humanizing Learning were unavailable at the time of registration. This course was chosen in place and proven to be very useful.

- Project Based Learning Using Technology (Fresno Pacific University) = 3 units = *Grade A received*
Course description: <https://ce.fresno.edu/educator-courses/tec-966/>

Personal Summary: This course gave numerous research-based articles and pedagogies for creating project-based learning projects that are not a summative assessment of what was learned in a course, but rather the very structure of learning that students followed to accomplish the student learning outcomes of a class.

**According to the sabbatical handbook, twelve (12) semester units upper division and/or graduate-level coursework as listed above is equivalent to 576 hours.*

[Final Grade Transcripts linked here](#)

Total Hours spent on Objective #2: 12 units = 576 hours

***Objective #3:** *(Copied from previous approved application and made current in verb tense)*

After identifying gaps of video content that apply ESL course objectives to workplace contexts (objective #1) and taking courses to develop skills of website and video creation (objective #2), I created videos that connected common course lessons to useful workplace topics.

Activities:

The video recordings linked below were personally created to fill gaps of workplace English media content that could not be found on public platforms. These are English grammar or vocabulary lessons with direct illustrations of and application to the workplace context. The site linked below is the platform of which these videos will be posted for students to access in the future. While the unprecedented amount of hours needed to create these videos and create the site to display them ended up being much, much, more than anticipated, I feel motivated to continue building this opportunity for students and the community in the future.

- Final videos created through (1) [Canva](#) and (2) [Zoom](#)
 - (1) Links to video recordings in Canva

- [Gerunds in the workplace](#)
- [Complete lesson: Introduction to Gerunds](#)
- [Personality Traits in the workplace](#)
- (2) Link to video recordings Zoom
 - [Link to video recordings \(2\) Zoom](#)
- Google Site pilot: (only in its beginning stages) to organize and show these videos & websites. [Link to "Workplace English" Google site.](#)

Total Hours spent on Objective #3: 55 hours

PART IV: Contributions, Benefits, and Impact

Impact and Contributions:

Impact on Students –

The courses and project completed during this sabbatical term included not only an organized list of curated media sources for teachers to use, but also the beginning development of a Google Site that students will be able to access this media for English in the workplace context as well. Though I have learned that there is much more time needed to make this site fully ready for students than merely one semester, I am excited to have begun this work and developed the skills to make workplace English lessons available to students in the future.

When the Google site is completed, students will be able to access workplace English content and supplemental media even after an English course has ended and their Canvas course has closed. That way, lessons can be reviewed as students continue to pursue their career pathways and need the reminder of how the English language can be used most professionally. It is my firm belief that with a greater access to supplemental media to apply English lessons to the workplace, students will have a greater clarity of how the lesson of their English class directly apply to their career paths and future success, beyond the memorization of vocabulary.

Impact on Your Department –

It is my hope that the curated list developed of websites and videos will support our Noncredit ESL department's WIOA grant assessment needs by offering a robust index of supplemental media that supports the instruction and preparation toward these assessments. Many educators would agree that it can take countless hours of searching for online videos that appropriately connect to a teaching point or assessment. Therefore, greater access to supplemental media links will allow for more quality time and focus on student learning needs since less time would be spent on searching for media. This list of collected links offer a menu of websites, YouTube channels or specific videos that teachers in the department can refer to for their instructional time and preparation.

Impact on College and/or Community –

Since instructional content offered in MiraCosta College's courses are often offered to students through the Canvas LMS platform or through privately shared slides and videos from instructors, the peers of our students or outside community members are not able to see the options of learning that MiraCosta courses can offer. I believe that with a Google site demonstrating English in the workplace lesson content, the college at large can have exposure to the community that shows what the college offers in our English as a Second Language programs and career pathway opportunities. It is possible that with this exposure, community members can be drawn to MiraCosta College courses and opportunities.

Impact on Your Professional Growth –

It is always a high-level opportunity to be a student in courses that develop and grow your professional skills. Even further, it is an even greater opportunity (in my opinion) to participate in the role of a student in courses that train and improve the role of a teacher. By this I mean, I have grown tremendously as an instructor through the opportunity of being a student of asynchronous online courses both because of the content learned and the privilege of having excellent instructors that I now seek to model. The impact of my sabbatical opportunity to take asynchronous, independently paced courses has been profound in the fact that I have become personally and professionally motivated to follow the example of the instructors, Canvas modules and quality content that I've now seen as an engaging asynchronous instructor in the near future. The level of professionalism, personal connection, and organized content of the professors at Fresno Pacific University have provided creative ideas and professional tools to help grow and improve future courses that I teach.

My personal sabbatical project outside of these courses has also impacted my growth both personally and professionally through the practice of becoming more equipped to share a deliverable that I can be proud of. I have often been challenged with how, where, when and how much I should share the lesson content developed over my 25 years of teaching experience, and the opportunity to develop a Google Site as a platform to share was a strong accomplishment in that growth. While the creation of a Google Site was much more complicated and involved than I anticipated, it has become a skeletal foundation that can later be filled in with content for teachers, students, and community members to learn from, review, practice, and share with the community even after their MiraCosta College course is finished. My vision of this website design, if allowed, will eventually become a homebase of developed videos, practice pages, lessons and teaching tips for the community at large to benefit from, in addition to the current class students.

PART V: Deliverables and Documentation

- A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes.

Deliverables:

- [Link to created tables](#), curated list of supplemental media for workplace-English topics
- [Transcript – Fresno Pacific University](#)
- Link to video recordings (1) Canva
 - [Gerunds in the workplace](#)
 - [Complete lesson: Introduction to Gerunds](#)
 - [Personality Traits in the workplace](#)
- [Link to video recordings \(2\) Zoom](#)

- [Link to Google Site](#)

B. Include a link to your Documentation set to “Anyone with the link can view” and include all supporting materials, deliverables

Link to Folder of Documentation:

[Sabbatical Report Documentation](#) (MiraCosta OneDrive, “Anyone in MiraCosta can view” setting)

PART VI: Estimated Total Hours

Total the number of verified hours spent completing the sabbatical activities (minimum 576 hours for one semester).

- 576 hours = 12 units of courses
- 35 hours = Research of supplemental resources and curation of videos in an organized chart for instructor reference
- 55 hours = Creation of a website and/or videos to help fill in gaps of needed media for English in the workplace topics

Total Hours Completed: 666

PART VII: Permission for Sharing

xx Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board,

PART VIII – Certification

Signature: *Tricia L Naste*

Date: *2/5/2026*



SABBATICAL LEAVE REPORT

Submission Instructions

- Complete all sections by replacing all “[Enter here]” with your information and clicking on any check boxes. If there were more than 3 objectives, please copy/paste objective 3 and modify.
 - Download as PDF.
 - Email the signed report to the Academic Senate Administrative Assistant by the last business day of the 4th week of instruction in the semester you return to full-time service.
-

PART I: Applicant Information

Name: Christina Johnson

Department: Chemistry

Title: Chemistry Instructor

Select the duration of your sabbatical leave:

- Fall — One semester (full sabbatical)
- Spring – One semester (full sabbatical)
- Full-year sabbatical at 50% pay
- Variable (requires pre-approval by the Superintendent/President)
- Year taken [Enter here]

Category of Sabbatical Leave:

- Advanced Academic Studies
 - Self-Directed Studies
-

PART II: Abstract (Copied from Approved Application)

Copy and paste the final approved abstract from your Sabbatical Leave Application (including any Superintendent/President-approved modifications if applicable).

Abstract:

I propose to use my sabbatical to research best practices of online STEM courses, focusing on chemistry courses and in particular Introduction to Chemistry courses (Chem. 140). I will first research best practices by looking at four main areas: lecture attributes, student engagement strategies, online labs, and testing practices. After researching these best practices, I hope to develop a Canvas course reflecting these best practices in an updated online Introduction to Chemistry (Chem. 140) course here at MiraCosta College. There is significant student demand and growth opportunity for online courses and these courses can help get more students into STEM. As a Hispanic Serving Institution, online courses have the potential to offer students a low cost, accessible alternative.

PART III: Objectives and Activities

Objective #1: To research and identify best practices of online STEM and chemistry courses.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc, that you completed to achieve this objective.

I conducted an extensive literature review of peer-reviewed research on online STEM and chemistry education, including analysis of outcomes data from a Hispanic-Serving Institution (HSI) pilot project at California State University, San Bernardino. This review focused on instructional design, student persistence, lab delivery models, and measurable learning outcomes in online chemistry courses.

To incorporate insight from fellow faculty, I met with faculty in the Biology and Physics departments at MiraCosta to examine their online course structures and identify transferable best practices contributing to their comparable success rates between online and in-person offerings. I also spoke with chemistry faculty at Chaffey College and Mt. San Jacinto College to discuss instructional strategies, laboratory implementation, assessment alignment, and student support mechanisms in online introductory chemistry courses.

In addition, I researched online chemistry offerings at several four-year institutions, including multiple University of California campuses and Arizona State University. I held extensive discussions with the coordinator of Arizona State University's fully online Bachelor of Arts in Chemistry program to better understand curriculum sequencing, laboratory infrastructure, student services integration, and scalability considerations for online chemistry degrees.

Finally, I evaluated laboratory delivery models by meeting with representatives from multiple lab kit providers and virtual laboratory platforms. These consultations focused on safety protocols, cost-effectiveness, learning alignment, accessibility, and the comparative pedagogical strengths of at-home lab kits versus virtual simulation environments.

Total Hours spent on Objective #1: 415

Objective #2: To create an updated, standardized Canvas course that can be used for an online introduction to chemistry course. This course will potentially include quality videos, engagement pieces as well as labs that can be done at home, either through materials at home or labs presented through videos. It will contain a comprehensive orientation module, so students understand the course and what they need to do to be successful.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc., that you completed to achieve this objective.

I applied research-based best practices in online STEM instruction to the design and development of a standardized Canvas homepage, orientation module and two discussion assignments. The structure was intentionally designed to support clarity, consistency, student engagement, and accessibility.

Following attendance at the Online Teaching Conference and consultations with faculty across disciplines and institutions, I identified best practices related to course navigation, homepage design, orientation structure, assignment transparency, and student engagement strategies.

I developed an orientation module that includes course expectations, technology requirements, communication guidelines, time-management guidance, and strategies for success in an online chemistry environment. This orientation is structured to reduce student anxiety, increase preparedness, and promote early engagement.

In addition, I created two adaptable discussion-based project assignments intended to foster peer interaction and collaborative learning in an online format. These projects were designed to emphasize conceptual understanding, real-world applications of chemistry, and structured peer-to-peer engagement.

Total Hours spent on Objective #2: 180

PART IV: Contributions, Benefits, and Impact

In approximately 600-800 words, reflect on the broader outcomes and value of your sabbatical work. Use the following guiding prompts to organize your reflection into a cohesive narrative.

Guiding Prompts

- **Impact on Students:**
How did your sabbatical outcomes improve or enrich student learning, engagement, or success? Which SLOs, PSLOs, or Core Competencies were strengthened through your project's results?
- **Impact on Your Department:**
How does your work enhance curriculum, pedagogy, program design, or professional collaboration within your department?
How might it support equity, diversity, and inclusion (EDI) or contribute to ongoing departmental initiatives?
- **Impact on the College and/or Community:**
Describe institutional or community-level benefits, such as professional dissemination, public presentations, workshops, curriculum, or creative/scholarly contributions that elevate MiraCosta College's visibility or mission.

- **Impact on Your Professional Growth:**
Reflect on the new knowledge, skills, or perspectives you gained and how they influence your teaching, leadership, or future professional practice.

Impact and Contributions:

Impact on Students

The central outcome of my sabbatical was the identification and integration of evidence-based design principles into our online chemistry courses. The literature review confirmed that online chemistry courses can achieve comparable academic outcomes to in-person formats when intentionally designed. Research shows that modality alone does not determine success; instructional design and engagement does.

Through this work, I have developed a clearer understanding of how to strengthen course structure and how essential engagement strategies are to student success in an online course. By emphasizing weekly modular organization, frequent low-stakes assessments, scaffolded pre-lab preparation, and visible instructor presence, the revised framework directly supports Student Learning Outcomes (SLOs) related to conceptual understanding, quantitative reasoning, and laboratory competency.

The integration of both physical lab kits and virtual laboratory platforms emerged as a particularly important student-centered outcome. Research demonstrates that virtual labs support conceptual mastery, while hands-on kits develop technical skill and authentic data collection. A blended model optimizes both domains. This alignment strengthens Program SLOs tied to laboratory technique, data analysis, and scientific reasoning.

Additionally, research on engagement and equity indicates that structured online environments disproportionately benefit lower-performing students and those balancing work or caregiving responsibilities. Given MiraCosta's large population of working, first-generation, multilingual, and parenting students, these findings are significant. Designing courses that are both flexible and highly structured supports Core Competencies in critical thinking, communication, and self-management while reducing barriers to persistence.

Ultimately, the most consistent predictor of student success identified in the literature was engagement. My sabbatical reinforced that engagement must be intentionally engineered, through instructor presence, peer interaction, formative assessment, and conceptual scaffolding.

Impact on the Department

This work enhances our department's curriculum through increased coherence, intentionality, and alignment. The comparison between Chaffey College and Mt. San Jacinto College highlighted the importance of standardization, integrity-supported assessment, and consistent lab design. Programs that implemented common course shells, shared lab assignments, and proctored assessments demonstrated stronger grade outcomes and program stability. These findings provide a framework for strengthening consistency across our own online sections, improving reliability of outcome data, and supporting program-level assessment efforts.

In addition, interviews with MiraCosta STEM faculty revealed cross-disciplinary design principles shared among successful online courses. Common elements included publishing full-semester structure early, distributed low-stakes assessments, multimedia modeling, intentional community-building, and strong instructor presence. This cross-departmental collaboration fosters professional dialogue and reinforces a culture of evidence-based pedagogy within STEM.

From an equity, diversity, and inclusion (EDI) perspective, structured transparency, predictable pacing, captioned multimedia, and scaffolded assignments reduce hidden curriculum barriers and cognitive overload. These design choices are particularly impactful for multilingual learners and first-generation students. Aligning our online courses with universal design principles strengthens departmental commitment to equitable access.

Impact on the College and Community

At the institutional level, this sabbatical contributes to MiraCosta's mission of expanding access while maintaining academic rigor. Research shows that online enrollment in major-required courses can increase graduation likelihood and reduce time-to-degree. Strengthening online chemistry offerings therefore supports broader institutional persistence and completion goals.

Reviewing UC online offerings and Arizona State University's hybrid online chemistry degree model provided important strategic insight. While many UC courses are primarily asynchronous and serve a different student demographic, ASU's hybrid model, combining online lecture with concentrated in-person lab residencies, demonstrates a scalable pathway that maintains laboratory legitimacy while preserving flexibility. Exploring this model positions MiraCosta to innovate thoughtfully rather than replicate structures that may not serve our population effectively.

Our future collaboration with Science Interactive to intentionally integrate aligned lab kits and virtual modules represents a move from emergency remote instruction toward research-informed, sustainable design. This elevates program credibility and ensures our students remain competitive in transfer pathways and workforce preparation.

Impact on Professional Growth

This sabbatical transformed my understanding of online STEM instruction from a modality question ("Is online equivalent?") to a design question ("How do we intentionally engineer engagement and rigor?"). The literature consistently affirmed that effective online STEM courses are not simplified versions of in-person courses; they are intentionally constructed environments.

Through meetings with department chairs, vendors, and university coordinators, I gained insight into large-scale program implementation, academic integrity systems, and lab integration models. This expanded my perspective from course-level improvement to program-level strategy.

Professionally, I developed stronger competencies in curriculum analysis, cross-institutional benchmarking, and research synthesis. I also deepened my understanding of how engagement intersects with equity and persistence. These insights now inform my teaching, mentoring of adjunct faculty, and contributions to departmental planning.

PART V: Deliverables and Documentation

- A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, research report, curriculum materials, toolkit, article, creative works, recordings, a link to a website, a video tour of work completed, etc.

Deliverables:

Literature Summary & Annotated bibliography

Design Strategies in Online STEM courses at MiraCosta College

Comparison of Four Year University Offerings (highlights program at ASU)

Comparison of at Home Lab Kits and Virtual Lab Kits

CSUSB Grant and 2 HSI Community Colleges

List of Best Practices

Canvas Home Page

Canvas Orientation Module

Canvas Assignment - Chemistry in the News

Canvas Assignment - Chemistry in Everyday Life

Powerpoint presentation highlighting findings of Sabbatical presented to the Chemistry

Department during Flex week in January

- B. Include a link to your Documentation set to “Anyone with the link can view” and include all supporting materials, deliverables, and your Activity Log of hours (for self-directed sabbaticals). Below in permissions, you may choose who may view this folder. If necessary, the AS administrative assistant will remove the link from the report and share it only with the parties you designate:

Link to Folder: Christina Johnson_Sabbatical Fall 2025

(<https://drive.google.com/drive/folders/1Nmczz1uD5glsVKSvyZ5vMnZ4nAl5YZPp?usp=sharing>)

Course Orientation Module in Commons:

<https://lor.instructure.com/resources/25163c3ba04248d3b8fae807969c933b?shared>

Course Homepage in Commons:

<https://lor.instructure.com/resources/f0a4ed164e824426bb994d877388aa2b?shared>

Canvas Assignment - Chemistry in the News:

<https://lor.instructure.com/resources/3b2e67b06cd44e0f82fef38d5e09d404?shared>

Canvas Assignment - Chemistry in Everyday Life:

<https://lor.instructure.com/resources/4b251bb7a03440a0b7be87bd206490c0?shared>

PART VI: Estimated Total Hours

Total the number of verified hours spent completing the sabbatical activities (minimum 576 hours for one semester). Exclude:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Hours Completed: 595

PART VII: Permission for Sharing

Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public.

No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee.

PART VIII – Certification

Signature: Christy

Date: 2/11/2026



SABBATICAL LEAVE REPORT

Submission Instructions

- Complete all sections by replacing all “[Enter here]” with your information and clicking on any check boxes. If there were more than 3 objectives, please copy/paste objective 3 and modify.
 - Download as PDF.
 - Email the signed report to the Academic Senate Administrative Assistant by the last business day of the 4th week of instruction in the semester you return to full-time service.
-

PART I: Applicant Information

Name: Andrea Petri

Department: International Languages

Title: Instructor of Italian

Select the duration of your sabbatical leave:

- Fall - One semester (full sabbatical)
- Spring – One semester (full sabbatical)
- Full-year sabbatical at 50% pay
- Variable (requires pre-approval by the Superintendent/President)
- Year taken [Enter here]

Category of Sabbatical Leave:

- Advanced Academic Studies
 - Self-Directed Studies
-

PART II: Abstract (Copied from Approved Application)

Copy and paste the final approved abstract from your Sabbatical Leave Application (including any Superintendent/President-approved modifications if applicable).

Abstract:

The purpose of the sabbatical leave presented in this application is to develop my professional knowledge in the area of contemporary continental philosophy that can guide me in different professional areas such as curriculum, pedagogy, diversity and inclusion, collegial governance, etc. In order to do so, I intend to enroll in a Master's in Continental Philosophy at Staffordshire University in the United Kingdom starting in Spring 2025. In Fall 2025, during the sabbatical leave, I would be enrolled full-time, taking two courses (Posthumanism and Technology, and Transcendence and the Body) for a total of 60 credits equivalent to 600 hours. I would conclude the MA in Spring-Summer 2026.

Taking these courses will give me a strong foundation in analyzing several current topics in Academia such as Artificial Intelligence and the essence of technology, the relation and the inter-relation of humans and technology, the value and the importance of Humanism in current curriculum in Higher Education, the meaning of the adoption of inclusive language, and will allow me to further develop my knowledge of the foundations of cognitive linguistics.

PART III: Objectives and Activities

Objective #1: Develop a strong theoretical foundation of the current trends in continental philosophy, with a special focus on Posthumanism, that can help me analyze several issues that recently arose in the academic profession. “Posthuman theory is a generative tool to help us re-think the basic unit of reference for the human in the bio-genetic age known as ‘anthropocene’, the historical moment when the Human has become a geological force capable of affecting all life on this planet. (Braidotti 2013)”

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc, that you completed to achieve this objective.

To achieve this objective, I enrolled in a course entitled “Posthumanism and Technology” at the University of Staffordshire in the UK. This course is part of a Master’s in Continental Philosophy. Since this course started at the end of September, to prepare for this course, I read a couple of texts by authors I knew would have been covered. I read *Il Postumanesimo Filosofico e le sue Alterità* by Francesca Ferrando, and *The Posthuman*, by Rosi Braidotti.

Then, I took the course, which accounted for 20 credits (200 hours) by following the lessons, reading the required material from authors such as Ferrando, Braidotti, Lyotard, Haraway, Hayles, Zuboff, Byung-Chul, watching lecture videos, participating in online discussions, attending online seminars, and writing a final paper.

Total Hours spent on Objective #1: 205

Objective #2: My goal is to develop a strong foundation that allows me to understand the developments in philosophy of the XX and XXI centuries. More specifically, my goal is to understand the shift from theories of transcendence to theories of embodiment in Continental Philosophy.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc, that you completed to achieve this objective.

To achieve this objective, I enrolled in an MA course entitled “Transcendence and the Body” at the University of Staffordshire. To prepare for this course, since it started at the end of September, I read a couple of texts about authors I knew would have been covered. I read *Introduzione a Nietzsche* by Gianni Vattimo, and *La Fenomenologia dello Spirito di Hegel*, by Franco Chiereghin.

Then, I took the course, which accounted for 40 credits (400 hours) by following the lessons, reading the required material (Kant, Hegel, Nietzsche, Merleau-Ponty were the authors we focused on), watching lecture videos, participating in online discussions, attending online seminars, and writing a midterm and a final paper.

Total Hours spent on Objective #2: 375

PART IV: Contributions, Benefits, and Impact

In approximately 600-800 words, reflect on the broader outcomes and value of your sabbatical work. Use the following guiding prompts to organize your reflection into a cohesive narrative.

Guiding Prompts

- **Impact on Students:**
How did your sabbatical outcomes improve or enrich student learning, engagement, or success? Which SLOs, PSLOs, or Core Competencies were strengthened through your project's results?
- **Impact on Your Department:**
How does your work enhance curriculum, pedagogy, program design, or professional collaboration within your department?
How might it support equity, diversity, and inclusion (EDI) or contribute to ongoing departmental initiatives?
- **Impact on the College and/or Community:**
Describe institutional or community-level benefits, such as professional dissemination, public presentations, workshops, curriculum, or creative/scholarly contributions that elevate MiraCosta College's visibility or mission.
- **Impact on Your Professional Growth:**
Reflect on the new knowledge, skills, or perspectives you gained and how they influence your teaching, leadership, or future professional practice.

Impact and Contributions:

The growth I have been experiencing throughout this Master's in Continental Philosophy, and particularly during the semester of study afforded by this sabbatical, will deeply inform and enhance every aspect of my professional life. By integrating Italian thinkers at the forefront of posthumanist theory—specifically Rosi Braidotti and Francesca Ferrando—into the Italian Culture curriculum, my goal is to foster critical analysis of the evolving definition of the human in our digital age. Moreover, adding the study of these authors will further develop a course that currently lacks an overview of this field, making it more interesting and relevant to our students.

In my language courses, my studies in Merleau-Ponty's language theory will enable me to offer a more sophisticated analysis of linguistic perception. His account of language perfectly complements the cognitive grammar-based pedagogy I have been developing over the years. This addition will be supported by original activities and instructional materials designed to enhance student engagement. These materials will be developed within the Open Educational Resources (OER) framework, so that they remain free and accessible to the MiraCosta community. Furthermore, I intend to broaden the curriculum of ITAL 121 by incorporating a wider array of Italian philosophers, including Gianni Vattimo and his foundational theory of "Weak Thought," as well as the aforementioned Braidotti and Ferrando. These academic advancements are designed to improve Student Learning Outcomes by aligning more

closely with high-level critical thinking in both reading and writing. I am confident that these additional materials will also enhance student engagement.

At the departmental level, the refinement of my critical thinking through these studies will be applied across all areas of my service. My research into the theories of technology, information, and communication provides a vital lens for analyzing the challenges technology now poses to language education, specifically regarding the role of Artificial Intelligence. Here, the analysis of the works of Heidegger, Lyotard, Hayles, Haraway, Zuboff, and Han will be fruitful for considering both technological advancements and their effects on humans. These works will guide me in what I am sure will be crucial choices we will have to make in the near future for the department and the Italian program. A central tenet of Continental Philosophy is the rejection of dualisms—such as subject-object and mind-body—that underpin traditional Western thought and fuel categorical divisions such as gender and race. Overcoming these binaries is the root of postmodernism, deconstruction, and critical theories; understanding how to dismantle these constructs provides me with a more robust philosophical foundation to support and advance our Equity, Diversity, and Inclusion (EDI) initiatives. My work during the sabbatical will allow me to use this lens when tackling any departmental task.

Regarding the broader college and community, posthumanist theory emphasizes the necessity of interconnection—between species, between humans and nature, and between humans and technology. This "web-like" perspective (Braidotti's Rhizomatic thought) stands in contrast to an academic system often organized into silos that reinforce division rather than fluidity. Within my department, it is paramount that our culture classes highlight the historical and intellectual exchanges that transcend borders. On a larger scale, the tendency for departments to operate in isolation, often driven by market pressures, fails to provide students with a holistic representation of the world. To counter this, we must invest in meaningful interdisciplinary connections at the curricular level. While we must be mindful of transfer requirements and career readiness, maintaining a system of separation undermines the goals of equality and inclusion. I am eager to explore how we might move toward more institutionalized interdisciplinary practices, possibly visiting other colleges that have implemented more interdisciplinary studies.

Lastly, I would like to express my appreciation to the MiraCosta Library for the great work they do in providing access to an extremely large volume of texts. It made working on my sabbatical very easy and enjoyable.

PART V: Deliverables and Documentation

- A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, research report, curriculum materials, toolkit, article, creative works, recordings, a link to a website, a video tour of work completed, etc.

Deliverables:

Papers written for the courses:

- Posthumanism and Technology
 - One final paper entitled: "[Infinite Scrolling in Byung-Chul Han's Theory of Time](#)".
- Transcendence and the Body
 - Midterm paper: "[Merleau-Ponty's The World of Perception](#)" Book Review
 - Final paper: "[The Digital Gesture: Merleau-Ponty's Parole as a Framework for the Phenomenology of Emojis](#)"
- I can provide a copy of the course transcripts upon request

B. Include a link to your Documentation set to "Anyone with the link can view" and include all supporting materials, deliverables, and your Activity Log of hours (for self-directed sabbaticals). Below in permissions, you may choose who may view this folder. If necessary, the AS administrative assistant will remove the link from the report and share it only with the parties you designate:

Link to Folder:

https://drive.google.com/drive/folders/1E5zvbAzctvYABDm7uZg_928uCZ7_4hl9?usp=sharing

PART VI: Estimated Total Hours

Total the number of verified hours spent completing the sabbatical activities (minimum 576 hours for one semester). Exclude:

- Travel time and travel preparations
- Activities not directly related to approved objectives
- Work conducted outside the official sabbatical period (unless pre-approved in writing by the Superintendent/President)
- Contractual duties (committee service, chair roles, coordination)

Total Hours Completed: 580

PART VII: Permission for Sharing

Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public.

No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee.

PART VIII – Certification

Signature: *Andrea Petri* Date: 2/11/2026

The MiraCosta Community College District’s associate degree and general education programs are consistent with the college’s mission, vision, and core values.

The associate degree at MiraCosta College provides a framework within which students complete patterns of learning experiences designed to develop certain capabilities and insights to support their academic and career goals. Among these capabilities and insights are skills and competencies that comprise a general education curriculum. In addition, students graduating with an associate degree shall possess sufficient depth in some field of knowledge to contribute to lifetime interest and career pursuit.

The MiraCosta College general education program introduces students to the variety of means through which people comprehend the modern world by providing opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences. It ensures students who receive their degrees have mastered principles, concepts, and methodologies both unique to and shared by the various disciplines.

All courses designated for general education (GE) at MiraCosta College must fulfill the following universal criteria:

- Level: Each GE course is baccalaureate-level and may be introductory or integrative. Integrative courses draw broad connections between multiple perspectives and methodologies and demonstrate relationships within or between disciplines.
- Rigor: Each GE course treats subject matter with a level of intellectual intensity that requires independent study.
- Scope: Each GE course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.
- Autonomy: Each GE course is a whole unto itself and not primarily part of a sequence of courses; i.e., each course provides exposure to foundations and fundamental tenets of the discipline.

- Breadth: Each GE course provides a generalizing rather than specializing experience within the subject matter of the discipline. It relates knowledge within the discipline to other fields and disciplines, as well as to contemporary society.
- Critical thinking: Each GE course develops the student's aptitude for conceptualizing, applying, analyzing, synthesizing, and evaluating information.
- Communication and literacy: Each GE course provides opportunities for the student to develop and demonstrate both orally and in writing the ability to read, comprehend, and evaluate college-level material.
- Relevancy: Each GE course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.

In modifying its general education program, the MiraCosta Community College District will continue to seek coherence and integration among the separate requirements and to establish a general education program that actively involves students in examining values inherent in proposed solutions to major social problems.

The superintendent/president shall establish procedures to ~~assure~~ ensure that courses used to meet general education and associate degree requirements meet the standards in this policy. These procedures shall provide for appropriate Academic Senate involvement.

The associate degree at MiraCosta College provides a framework within which students complete patterns of learning experiences designed to develop capabilities and insights to support their academic and career goals. Among these capabilities and insights are competencies that comprise a general education curriculum. These competencies include the ability

- to think critically and communicate clearly and effectively both orally and in writing,
- to locate, evaluate, and use needed information effectively,
- to engage with diverse perspectives,
- to use quantitative reasoning,
- to understand the modes of inquiry of the major disciplines,
- to be aware of other cultures and times,
- to achieve insights gained through experience in thinking about ethical problems, and
- to develop the capacity for self-understanding.

In addition to these competencies, students graduating with an associate degree shall possess sufficient depth in some field of knowledge to contribute to lifetime interest and career pursuit. Majors or areas of emphasis that provide this depth are composed of a minimum of eighteen (18) units. (See Administrative Procedure 4100: Graduation Requirements for [Associate](#) Degrees and Certificates.)

The MiraCosta College General Education (MCGE) pattern for the associate in arts and associate in science degree includes the completion of three semester units each in Areas 1A and 1B, and three semester units each in Areas 2 through 6 for a total minimum of 21 semester units. Courses listed in two different areas (1–6) may be used to satisfy a requirement in one area but not both. A course listed in any area (1–6) may satisfy both a general education and a major or area of emphasis requirement.

The Courses and Programs Committee (CPC) determines which courses can be used to implement the district's goals for the associate degree and philosophy of general education. The CPC ensures all general education courses at MiraCosta College fulfill the universal criteria set forth in Board Policy 4025 as well as the discipline-specific criteria outlined below. The general education course approval process is detailed in the Courses and Programs Committee Handbook.

MiraCosta Community College District

Page 1 of 3

Effective Date:	2/9/10, 6/15/10, 4/19/11, 4/16/12, 8/13/13, 9/1/15, 6/17/21, 4/04/24, 3/05/26
Periodic Review:	5/18/23
Reference Update:	11/14
	Title 5, §§55060, 55061, and 55090 et seq.
	ACCJC Standard 2.1, 2.3
	34 Code of Federal Regulations Part 602
CCLC Update:	#14, 2/08; #25, 11/14; #47, 10/25
Steering:	CPC / AS

Specific courses within the MCGE pattern fulfill the following criteria as related to their area of specialty:

1. Area 1—English Composition, Oral Communication, and Critical Thinking (minimum 6 units), including the following:
 - Area 1A—English Composition (minimum 3 units). Courses fulfilling this requirement must be baccalaureate-level and include both expository and argumentative writing. This course must be completed with a grade of C or better, and should not be taken P/NP.
 - Area 1B—Oral Communication and Critical Thinking (minimum 3 units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses. Courses on this list that are being taken to fulfill the GE requirement should not be taken P/NP.
2. Area 2—Mathematical Concepts and Quantitative Reasoning (minimum 3 units). Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines. Courses on this list that are being taken to fulfill the GE requirement should not be taken P/NP.
3. Area 3—Arts and Humanities (minimum 3 units). Courses in the humanities study the cultural activities and artistic expressions of human beings. These courses develop students'
 - awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation;
 - aesthetic understandings; and,
 - ability to make value judgments.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

4. Area 4—Social and Behavioral Sciences (minimum 3 units). These courses focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They also stimulate critical thinking about the ways people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

5. Area 5—Natural Sciences (minimum 3 units). These courses examine the physical universe, its life forms, and its natural phenomena. They help students appreciate and understand the scientific method and the relationships between science and other human activities.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

6. Area 6—Ethnic Studies (minimum 3 units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within ethnic studies:

- Black Studies, African American Studies, Africana Studies
- Native American Studies
- Chicano/a/x Studies, Latino/a/x Studies, La Raza Studies
- Asian American Studies

Students may satisfy the requirements for any MCGE area (1-6) through submission of an official transcript that demonstrates the completion of one of the following:

- A course at another California community college approved for the same general education area.
- A course at an institution accredited by an agency recognized by the U.S. Secretary of Education in a comparable general education area.
- A comparable course at an institution accredited by an agency recognized by the U.S. Secretary of Education.

As an alternative to completing the MCGE pattern, students may satisfy ~~a~~ the general education requirement for an associate degree at MiraCosta College through completion of the California General Education Transfer Curriculum (Cal-GETC) pattern or a bachelor's or an associate degree from an institution accredited by an agency recognized by the U.S. Secretary of Education. (See Administrative Procedure 4100: Graduation Requirements for Associate Degrees and Certificates.)

Students who have completed courses at MiraCosta College prior to the implementation of the MCGE pattern in fall 2011 may use that coursework to meet the MCGE subject area requirements if the course is approved for MCGE in the catalog year under which they are petitioning for the degree.

MiraCosta Community College District baccalaureate degree program is consistent with the college mission, vision, and core values.

The baccalaureate program provides a framework within which students complete patterns of learning experiences designed to develop progressively higher-level capabilities and insights to support their academic and career goals while addressing unmet local and regional workforce needs. Among these capabilities and insights are skills and competencies that comprise a general education curriculum.

- A. Lower-division general education courses introduce students to the variety of means through which people comprehend the modern world by providing opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences. It ensures students who receive their degrees have mastered principles, concepts, and methodologies both unique to and shared by the various disciplines.
- B. Upper-division general education courses integrate biotechnology concepts within at least two disciplines outside the major. These courses are intended only for students enrolled in the baccalaureate program.

Students in the MiraCosta College baccalaureate program must complete 37-to-41 semester units of lower-division and 9 semester units of upper-division general education coursework in accordance with Board Policy 4100B: Graduation Requirements for the Baccalaureate Degree.

Students graduating with a baccalaureate degree shall also possess sufficient depth in the field of applied biomanufacturing to contribute to entry-level career positions within the region. This depth is provided through the completion of 24 lower-division and 34 upper-division semester units in the major in accordance with Board Policy 4100B: Graduation Requirements for the Baccalaureate Degree. Upper-division courses in the major require lower-division knowledge and apply that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation.

The superintendent/president shall establish procedures to assure-ensure that courses used to meet upper-division general education and baccalaureate degree requirements meet the standards in this policy. These procedures shall provide for appropriate Academic Senate involvement.

MiraCosta Community College District
Page 1 of 1

Adoption History: 6/22/16, 7/18/24
 Periodic Review: 6/22/23
 References: Title 5, §§55009, 55060, and 55090 et seq.
 ACCJC Standard 2.1, 2.3
 CCLC Update: #47, 10/25-
 Steering: CPC / AS

Baccalaureate Degree

Students graduating with a baccalaureate degree from MiraCosta College shall possess sufficient depth in the field of applied biomanufacturing to contribute to entry-level career positions within the region. Additionally, the program addresses unmet local and regional workforce needs. This depth of field will be provided through the completion of at least 24 lower-division and 34 upper-division semester units in the major. The college catalog will clearly differentiate upper-division and lower-division coursework.

Upper-division courses will be open only to students enrolled in the baccalaureate degree program.

- A. Upper-division courses will require lower-division knowledge and apply that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation.
- B. Upper-division courses will typically have prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in the California Code of Regulations.
- C. Upper-division courses may encompass research elements, workforce training, apprenticeships, internships, practicum, or capstone projects.

The Courses and Programs Committee (CPC) determines which courses can be used to implement the district's goals for the baccalaureate degree. The course approval process is detailed in the Courses and Programs Committee Handbook.

Lower-Division General Education

Students in the baccalaureate program must complete 37-to-41 semester units of lower-division general education as part of the lower-division course requirements for the baccalaureate degree. Students may satisfy this requirement by completing one of the following:

- A. The California General Education Transfer Curriculum (Cal-GETC) pattern.
- B. A bachelor's degree from an institution accredited by an agency recognized by the U.S. Secretary of Education.

MiraCosta Community College District

Page 1 of 3

Effective Date: 4/8/16, 10/4/18, 6/17/21, 5/16/24, 3/05/26
References: Title 5, §§55009, 55060 et seq, and 55090 et seq.
34 Code of Federal Regulations Part 602
ACCJC Standards 2.1, 2.3
CCLC Update: ~~#47, 10/25--~~
Steering: CPC / AS

Students enrolled in the baccalaureate program who have not completed a lower-division general education pathway must complete all remaining Cal-GETC subject area requirements.

Placement of courses on Cal-GETC is determined through an annual joint review conducted by the California State University (CSU) and University of California (UC).. Subject area course requirements and approval criteria are published on the Intersegmental Committee of the Academic Senates (ICAS) website.

Successful completion of the Cal-GETC general education patterns will be in accordance with the following Cal-GETC certification guidelines:

1. Each course must be completed with a “C” or better, or a “P”.
2. Courses listed in two different subject areas may be used to satisfy a requirement in only one of the areas.
3. All subject areas requirements must be completed.

Students may request Cal-GETC certification, but certification is not necessary to fulfill the lower-division general education component of the baccalaureate degree.

Coursework from other institutions accredited by an agency recognized by the U.S. Secretary of Education will be approved to meet Cal-GETC requirements according to the following certification guidelines:

- A. A Cal-GETC-approved course in the same subject area at another California community college.
- B. A course comparable to an approved MiraCosta College course on Cal-GETC or a course on another California community college Cal-GETC pattern.
- C. A lower-division course that meets the Cal-GETC subject area criteria.
- D. An upper-division course that is determined comparable by faculty to a lower-division Cal-GETC-approved course.
- E. Prior completion of a lower-division general education pathway for a bachelor’s degree at any CSU or UC.

Courses listed in multiple subject areas may be used to satisfy a requirement in only one area. However, a single course may be used to complete both a general education requirement and a lower-division major requirement. One course may not be counted in more than one general education area, even if the course is approved in multiple general education areas.

Upper-Division General Education

Students in the baccalaureate program must complete nine semester units of upper-division general education as part of the upper-division course requirements for the baccalaureate degree. Upper-division general education courses will enhance the foundational knowledge

gained by students through the completion of the lower-division general education program. Further development of writing, leadership, and/or computational skills will supplement the major specific skill set that biotechnology employers seek in their employees.

- A. Students will be provided with an upper-division general education curriculum designed to be:
 - 1. An integrative learning experience that makes connections among the disciplines.
 - 2. Intentional, engaging, and meaningful.
 - 3. Contextualized to the major and global workplace.
- B. Courses will be offered in at least two disciplines outside of the biomanufacturing major.
- C. At least one course will have an emphasis in written or oral communication or on further development of computation skills and analysis.
- D. Courses will be open only to those students enrolled in the baccalaureate degree program.
- E. Comparable upper-division courses from other institutions accredited by an agency recognized by the U.S. Secretary of Education may be used to satisfy upper-division general education requirements.

The CPC determines which courses can be used for upper-division general education to implement the district's goals for the baccalaureate degree. The course approval process is detailed in the Courses and Programs Committee Handbook.

Academic renewal **allows up to thirty** (30) units of substandard coursework to be **excluded from** a student's grade point average if it **is no longer reflective** of a student's demonstrated ability.

To be eligible for academic renewal, students must meet all of the following requirements:

- **Completed a minimum of 6 units after the coursework they wish to exclude.**
- **Earned a minimum of a cumulative GPA of a 2.0 (on a 4.0 scale) in those 6 or more units completed after the coursework they wish to exclude. Coursework from a regionally accredited institution may be used to meet the unit or 2.0 GPA requirement but is not required.**
- **At least one semester or session must have passed since completion of the coursework being petitioned for exclusion.**

Students may request academic renewal multiple times for a maximum of 30 units. Academic renewal may not be used to alleviate a course used to earn a degree or certificate, or to alleviate a passing grade of a "C" or better, or to alleviate the non-evaluative symbols "I, IP, W, EW".

Students must meet with a counselor **and secure the counselor's signature before** submitting their academic renewal petition **to an Academic Records Evaluator**. Students should also consult with the Financial Aid Office **or Veteran Services** to understand the potential impact of academic renewal on aid eligibility.

Academic renewal is final and cannot be reversed. Excluded units remain on the record and are annotated as academic renewal. **All coursework remains legible on the permanent academic record to ensure a true and complete academic history.** These procedures shall not conflict with the district's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.