MiraCosta Community College District
Academic Senate

Regular Meeting
9:00 AM – Friday, November 6, 2026
Hyflex Meeting – OC30115 Governance Room
1 Barnard Dr., Oceanside, CA 92056

Join Zoom Meeting
Meeting ID: 856 2032 2434:

Dial in by phone: +1 669 444 9171

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 in Agenda Order

V. Consent Calendar

A. Approve Minutes of the Regular Meeting of October 16, 2026

B. Approve 2027-28 Curriculum Packet, Part I

C. Approve 2025 / 26 Sabbatical Leave Reports

D. Approve Fall 2026 Sabbatical Leave Applications

E. Approve Proposed Minimum Qualifications Alternative Guidelines: Japanese

VI. Reports: 1

A. College Superintendent/President - *Johnson (access report)*

VII. Information / Discussion

A. Community Hour (*Mortaloni)*

B. Three Year 50% Law Plan (Gomez)

C. ASCCC Fall Plenary Resolutions

D. Goal One Inquiry Plans: Acceleration and Dual Enrollment *(Sullivan)*

VIII. Reports 2

A. Associated Student Government - *Hutchinson (access report)*

B. Classified Senate - *Streagle (access report)*

IX. Action Item, First Read

A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.

A. Academic SenateFall 2026 HyFlex Recommendations *(Sullivan)*

X. Reports 3

A. Senate Leadership - *Sullivan access report)*

XI. 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. 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 email Arielle Locke, Administrative Assistant to the Academic Senate President, or call at 760.795.6873

UNOFFICIAL MINUTES

I. Call to Order

The meeting was called to order at 9:01 AM.

II. Roll Call

Present: Adrean Askerneese, Afifa Zaman, Alexis Tucker Sade, Brian Page, Ghada Osman, Jim Sullivan, Jorge Guerrero, Julie Graboi, Katrina Tamura, Kristine Arquero, Polo Mariscal, Sarah Gross, Sean Davis, and Shawn Firouzian.
Remote: Krista Warren-Yagubyan. Robin Allyn joined after roll call.
Absent: None
Others present: Student representative Aidon Hutchinson, VPI Denee Pescarmona, Dean Lauren Halstead, Outcomes and Assessment Committee member Lynnie Trzoss, and Administrative Assistant Ana Aragon.

III. Persons Wishing to Address the Senate

Dean Halstead welcomed everyone to the San Elijo campus and shared campus updates and highlights. Senators made announcements and comments, including appreciation of faculty responsiveness to counseling faculty emails encouraging student engagement, an anecdotal story about Dr. Safaralian going above and beyond to support a student, access to food at San Elijo campus, and an inaugural scholarship offering by the MCC Academic Associate Faculty.

IV. Changes to Agenda Order

No changes to the agenda order were recorded in the meeting notes.

V. Consent Calendar

A. Approve Minutes of the Regular Meeting of October 2, 2026

October 2, 2026, minutes amended to add Senator Sarah Gross as present in Agenda Item II, and the final sentence of Agenda Item III was revised to “the existence of community hour and a possible increase in student services appointments”.

A motion by Senator Firouzian, seconded by Senator Davis, to amend the minutes. Unanimous consent to approve amended minutes.

VI. Reports

A. Associate Student Government - *Hutchinson (access report)*

Hutchinson reported that the ASG Executive Vice President was impeached and the position is open. Hutchinson and other ASG members had lunch with Dr. Johnson and discussed food accessibility on campuses and accessible transportation to the San Elijo campus. ASG merchandise has arrived. See the written report for additional information.

VII. Discussion

A. Core Competencies MOU

Description: A discussion of 10+1 issues related to the College’s MOU with the FA related to core competencies. The Senate seeks to guide the FA on any 10+1 related ideas or concerns as they negotiate this MOU with the College.

Discussion of the Core Competencies MOU language was pulled because it is currently under negotiation. The discussion instead focused on the Core Competencies report, the faculty role in the selection, development, and revision of the assessment rubrics and criteria, and ways the findings can be used to support improvements in teaching and student learning. Senators who participated in the initial rubric selection and development process shared its historical background, noting that it was a well-organized collaborative, faculty-driven effort involving both full-time and associate faculty. They explained that the rubric was adapted from an Association of American Colleges and Universities rubric and modified to align with MiraCosta's needs. Suggestions for increasing awareness of the report were shared, including presenting assessment results and findings, incorporating opportunities for reflection following assessments, and collaborating with PDP and academic departments to broadly share the information. OAC member Tzoss invited faculty to continue providing feedback and suggestions.

B. Online Education Report

Description: Jim Julius will discuss the annual Online Education report with the Academic Senate as part of the Senate’s Goal 1 related discussions about the relationship between access, learning, and engagement

The Senate and Online Education Faculty Coordinator Jim Julius facilitated a roundtable dialogue on the annual Online Education Report regarding access, learning, and engagement in distance education. Senators reviewed key data points showing that more than half of MiraCosta students are enrolled exclusively in distance education courses and that the College's distance education FTES rates exceed state and regional averages. Discussion focused on whether the College is fully meeting the needs of students who may never physically visit campus and on how to better understand student needs through additional data collection, including qualitative data. Participants noted that online services support not only fully online

students, but also students balancing work, family, transportation, and other responsibilities, as well as students who take a combination of online and in-person courses. The committee acknowledged the College's significant investment in online support services, including counseling, tutoring, library services, SOAR orientations, and the Student Support Hub in Canvas, while noting that student surveys indicate that awareness and utilization of available resources remain ongoing challenges. Historical equity, retention, and success data were also reviewed, with discussion noting that distance education equity gaps have narrowed over time. Senators expressed interest in additional data regarding students who drop courses before census, factors influencing modality selection, the effect of college scheduling practices, differences among online, hybrid, synchronous, and hyflex modalities, and comparisons of equity outcomes across instructional formats and student populations.

The discussion also explored opportunities to strengthen student engagement, support, and access across instructional modalities. Participants raised questions about how to foster a greater sense of community for online students and recognized the importance of preparing students to be successful in different learning environments. Concerns were raised regarding student confusion about course modality definitions and the complexity of navigating College systems and services. Suggestions included collecting more detailed information about student drops and modality preferences, expanding analyses of student outcomes, strengthening instructional support for hyflex courses through instructional aides, embedded support personnel, faculty training, and improved infrastructure, and exploring the development of a centralized virtual campus hub. The hub would serve all students, regardless of modality, by providing streamlined access to departments, services, deadlines, counseling, and campus resources while fostering a stronger sense of community and connection similar to the on-campus experience. Additional discussion addressed Zero Textbook Cost initiatives, sustainability of grant-funded efforts, the role of faculty-developed learning materials, the impact of artificial intelligence on assessment practices, and the importance of using data to guide future decisions related to program development, instructional modalities, student services, and institutional planning. Senators consistently praised Julius's leadership and the work of the MiraCosta Online Educators committee, and Julius expressed appreciation for the collaborative efforts of faculty, staff, instructional support services, and student services professionals in advancing online education at MiraCosta College.

VIII. Reports

A. Classified Senate – *Streagle (access report)*

Streagle stated that there were no items to report on this meeting. President Sullivan invited Streagle to share thoughts about the Online Education report. She noted that current quantitative data points do not capture the student voice, the effects of institutional practices on student course choices, and credit vs noncredit hyflex course conversion complexities.

IX. Action Item, First Read

A. Recommended Ranking of Full-Time Faculty Hiring Requests - *Ante-Contreras*
Description: *The Senate will discuss the Academic Affairs Committee's rankings of 21 submitted full-time faculty hiring requests.*

AAC Chair Ante-Contreras expressed appreciation to the AAC and its hiring task force. He provided an overview of the review, discussion, and ranking process for this cycle's 200-page full-time faculty hiring request submissions. Based on feedback, the committee plans to refine the process for the next cycle, including streamlining the hiring request questions. The recommended rankings document submitted to the Senate was unanimously approved by the AAC. Senators Graboi and Tucker-Sade praised and expressed appreciation for the AAC's work, commending its efforts to ensure that all voices were heard and recognizing the significant time and dedication invested in the process.

Senate President Sullivan presented the committee with the option to approve the recommendations at the current meeting or allow additional time for review and feedback. The committee decided to move forward with motions to suspend the rules and approve the recommendations.

A motion by Senator Davis, seconded by Senator Firouzian, to suspend the rules passed unanimously, 14-0.
A motion by Senator Tucker-Sade, seconded by Senator Guerrero, to approve the AAC's recommended full-time faculty hiring rankings passed unanimously, 14-0.

B. Academic Senate Fall 2026 HyFlex Recommendations – *Sullivan*

Description: *This draft identifies three Senate recommendations emerging from our review and discussion of Hyflex class offerings at MiraCosta.*

The committee decided to table the agenda item until the next meeting.

A motion by Senator Graboi, seconded by Senator Tucker-Sade, to table Agenda Item IX.B passed unanimously, 14-0.

X. Reports

A. College Superintendent/President – *Johnson (access report)*

Absent, written report available for review.

B. Senate Leadership – *Allyn* (access report)

Senator Allyn reported on the Water is Life event, which will be featured in the upcoming Senate newsletter, and provided an update on the advancement of the 2026–2027 Senate goals through different committees and spaces. See the written report for additional details.

Senator Davis announced his decision to step down from his Senate position.

XI. Adjournment

The meeting was adjourned at 11:02 AM.

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Audio recordings of AS meetings may be available and requested for up to 30 days. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Arielle Locke, Administrative Assistant to the Academic Senate at alocke@miracosta.edu.

2027-2028 Curriculum Approvals
Effective: August 2027
Part I

I. Credit Course Level
A. New Courses

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Date Approved
ART	ART	105	O/GE	Digital Painting and Drawing: This course provides a comprehensive introduction to foundational concepts, practices and theories of digital painting and drawing in fine art. Students will explore traditional techniques of painting and drawing such as traditional design, color, compositional principles using contemporary digital applications, tools and hardware. Rooted in traditional drawing and painting practices, this course emphasizes skill development in drawing, painting, color and image manipulation in a digital format for fine art and creative expression.	2/26/2026
ART	ART	106	O/GE	Drawing for Animation and Sequential Art: This course introduces the principles and practices of drawing as a foundation for animated storytelling and sequential art. Students explore the relationship between design, performance, and narrative through studies in gesture, character design, poses, expression sheets, storyboards, and short animated sequences. Traditional and digital drawing tools are used to build fluency in visual storytelling, composition, perspective, and staging. Emphasis is placed on applying the principles of animation and sequential art to communicate motion, emotion, and intent. The course also examines diverse artistic and cultural traditions in the history of sequential art and animation, encouraging students to integrate conceptual thinking and personal voice into their work.	2/26/2026
ART	ART	160	O/GE	Chicanx Studio Art: Chicanx Studio Art is a hands-on studio art course focused on the creation of 2D, 3D, digital, and community-based art and expression. The course will include theoretical discussions, historical overview, surveys of Chicanx artists and practitioners, to deepen understanding of Chicanx experience, mythology, and history. Participants will create 2D (painting, drawing, digital, collage), 3D (sculpture & installation), and community-based artworks that reflect and explore concepts such as identity, personal and family history, mestizaje, memory, and migration. This course is designed for artists of all levels interested in the intersection of culture, history, and contemporary art practice.	2/26/2026

I. Credit Course Level

A. New Courses

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Date Approved
DNCE	DNCE	137	O	Dance Practices Across Cultures and Borders II: This level II dance technique course focuses on the dance and music traditions of world cultures such as Africa, Asia, Central America and the Caribbean, North America, South America, the Middle East, and Europe. Students learn beginning-intermediate level dance movements, postures, and rhythms. The course also examines the cultural roles and aesthetics of dance, including ritual, social, and artistic expression.	2/26/2026
CSIT	CSIT	192	O	Artificial Intelligence: Agents: This course examines the design, development, and deployment of artificial intelligence (AI) agents and agentic systems. Students explore the principles of autonomous and semi-autonomous AI agents that perceive their environment, reason about goals, plan actions, and execute tasks using large language models, tools, and external systems. Topics include single-agent and multi-agent architectures, agent orchestration frameworks, tool use and function calling, memory and state management, retrieval-augmented generation, agent evaluation, and the ethical and operational considerations of deploying autonomous systems. Through hands-on projects, students build, integrate, and evaluate AI agents that perform meaningful tasks within professional and enterprise contexts.	10/8/2026
CSIT	CSIT	193	O	Artificial Intelligence: Hardware: This course provides a comprehensive examination of the hardware architectures that power modern artificial intelligence (AI) systems. Students explore the design, function, and selection of compute platforms used in AI workloads, including graphics processing units (GPUs), tensor processing units (TPUs), neural processing units (NPUs), field-programmable gate arrays (FPGAs), and emerging neuromorphic and quantum architectures. Topics include processor and accelerator architectures, memory and interconnect systems, AI server and data center design, edge AI hardware, power and thermal considerations, and the relationship between hardware capabilities and AI model performance. Students gain the foundational knowledge necessary to specify, evaluate, and architect hardware solutions that meet the requirements of modern AI applications in enterprise, cloud, and edge environments.	10/8/2026

I. Credit Course Level

A. New Courses

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Date Approved
CSIT	CSIT	194	O	Artificial Intelligence: Cybersecurity: This course examines the intersection of artificial intelligence (AI) and cybersecurity, addressing both the use of AI to defend information systems and the security of AI systems themselves. Students explore how AI and machine learning techniques are applied to threat detection, incident response, vulnerability analysis, and security operations, as well as the unique vulnerabilities introduced by AI models, including adversarial attacks, model theft, prompt injection, data poisoning, and supply chain risks. Topics also include the security architecture of AI hardware and infrastructure, governance and compliance frameworks for AI deployments, and the ethical considerations of using AI in offensive and defensive security operations. Students gain practical experience evaluating, hardening, and defending AI systems and AI-enabled security platforms.	10/8/2026
Total Credit Course Additions: 7					

2027-2028 Curriculum Approvals
Effective: August 2027
Part I

I. Credit Course Level
B. Modified Courses

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Date Approved
CSIT	CSIT	120	O	Fundamentals of Computer Information Systems	10/8/2026
CSIT	CSIT	160	O/GE	Technology, the Individual, and Society	10/8/2026
CSIT	CSIT	180	O	Fundamentals of Computer Hardware and Software	10/8/2026
CSIT	CSIT	181	O	Fundamentals of Computer Networking	10/8/2026
ART	ARTH	158	O/GE	Indigenous Arts of Africa, Oceania, and the Americas	10/8/2026
ART	ARTH	C1100	O/GE	Survey of Art from Prehistory to the Medieval Era	10/8/2026
ART	ARTH	C1200	O/GE	Survey of Art from the Renaissance to Contemporary	10/8/2026
AUTO	AUTO	100	O	Basic Motorcycle Maintenance and Small Engine Repair	10/22/2026
AUTO	AUTO	102	O	Introduction to Auto - Maintenance and Light Repair	10/22/2026
AUTO	AUTO	105	O	Automotive Reconditioning and Detailing	10/22/2026
AUTO	AUTO	110	O	History of the Automobile	10/22/2026
AUTO	AUTO	125	H	CA Smog Technician Engine and Emission Control - Level 1	10/22/2026
AUTO	AUTO	130	O	Basic Engine Performance	10/22/2026
AUTO	AUTO	135	O	Auto Electronic Fundamentals	10/22/2026
AUTO	AUTO	140	O	Automotive Engine Technology	10/22/2026
AUTO	AUTO	141	O	Automotive Engine Performance and Drivability	10/22/2026
AUTO	AUTO	155	O	Manual Transmissions and Tranaxles	10/22/2026
AUTO	AUTO	156	O	Automatic Transmissions and Tranaxles	10/22/2026
AUTO	AUTO	160	O	Automotive Suspension, Steering, and Alignment	10/22/2026
AUTO	AUTO	161	O	Automotive Brake Service and Repair	10/22/2026
AUTO	AUTO	200	O	Automotive Electric and Hybrid Vehicles	10/22/2026
AUTO	AUTO	201	O	Alternative Fuel Vehicles	10/22/2026
AUTO	AUTO	205	O	Automotive Reconditioning and Paint Fundamentals	10/22/2026
AUTO	AUTO	220	O	HVAC Heating, Ventilation, and Air Conditioning	10/22/2026
AUTO	AUTO	225	H	Smog Check Training Inspection Procedures - Level 2	10/22/2026
AUTO	AUTO	235	O	Electronic Engine Controls and Accessories	10/22/2026
BIO	BIO	102	O/GE	Introductory Biology: Ocean Ecology and Sustainability Lab	10/22/2026
BIO	BIO	204	O/GE	Foundations of Biology: Biochemistry, Cell Biology, Genetics, and Molecular Biology	10/22/2026
BIO	BIO	340	O	Molecular Mechanisms of Disease	10/22/2026
CHEM	CHEM	150	O/GE	General Chemistry I: For Science Majors	10/22/2026
COMM	COMM	106	O/GE	Group Communication	10/22/2026
COMM	COMM	C1004	O/GE	Interpersonal Communication	10/22/2026
PHSN	PHYS	111	O/GE	Introductory Physics I	10/22/2026

Total Credit Course Modifications: 33

2027-2028 Curriculum Approvals
Effective: August 2027
Part I

I. Credit Course Level
C. Deleted Courses

Department	Subject	Course #	Course Title & Catalog Description	Date Approved
BIO	BIO	108L	Introductory Biology: Ocean Ecology and Sustainability Lab	10/22/2026
HORT	HORT	147	Wines of California	10/22/2026
HORT	HORT	150	Winery Operations and Management	10/22/2026
MATH	MATH	102A	Mathematics for Life	10/22/2026
MATH	MATH	131L	Trigonometry and Analytic Geometry Laboratory	10/22/2026
MATH	MATH	150L	Calculus and Analytic Geometry I Laboratory	10/22/2026
MATH	MATH	155L	Calculus and Analytic Geometry II Laboratory	10/22/2026
SSCI	ANTH	190	Primate Behavior and Ecology	10/22/2026
Total Credit Course Deletions: 8				

2027-2028 Curriculum Approvals
Effective: August 2027

Part I

II. Certificate and Degree Level

A. New Degrees and Certificates

Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
CSIT	CSIT	COP		Artificial Intelligence Fundamentals	9	10/8/2026
CSIT	CSIT	COA	AS	Artificial Intelligence Systems Architect	29	10/8/2026
BIO	BIO		AS-T	Biology 2.0 for Transfer	27-30	10/22/2026
CHEM	CHEM		AS-T	Chemistry for Transfer	37-39	10/22/2026

Total New Degree and Certificates: 5

2027-2028 Curriculum Approvals
Effective: August 2027
Part I

II. Certificate and Degree Level
B. Modified Degrees and Certificates

Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
CSIT	CSIT	COA	AS	Artificial Intelligence	25	10/8/2026
CSIT	CSIT	COA	AS	Computer Applications	28	10/8/2026
CSIT	CSIT	COA	AS	Cybersecurity	29	10/8/2026
CSIT	CSIT	COA	AS	Executive Administrative Professional	28	10/8/2026
CSIT	CSIT	COA	AS	Internet and E-Commerce	25	10/8/2026
CSIT	CSIT	COA	AS	Systems Administration	23	10/8/2026
AUTO	AUTO	COA	AA	Automotive Technology	28	10/22/2026

Total Modified Degrees and Certificates: 14

2027-2028 Curriculum Approvals
Effective: August 2027
Part I

II. Certificate and Degree Level
C. Deleted Degrees and Certificates

Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
HORT	HORT	COA	AS	Viticulture and Enology	23.5	10/22/2026
AUTO	AUTO	COA		California Smog Check Technician	13-14	10/22/2026
BIO	BIO		AS-T	Biology for Transfer	31-33	10/22/2026
Total Deleted Degrees and Certificates: 4						

2027-2028 Curriculum Approvals
Effective: August 2027
Part I

III. Noncredit Program Level

A. New Program

Department		Program	Date Approved
NCSTVOC	NCPHTC	Pharmacology Technician	2/26/2026

Total New Noncredit Programs: 1

III. Noncredit Program Level

B. Modified Program

Department		Program	Date Approved
		None.	

Total Modified Noncredit Programs: 0

III. Noncredit Program Level

C. Deleted Program

Department		Program	Date Approved
		None.	

Total Deleted Noncredit Programs: 0

2076-2028 Curriculum Approvals
Effective: August 2027
Part I

IV. Noncredit Course Level

A. New Course

Department	Subject	Additional Approvals	Course Title and Description	Date Approved
NCSTVOC	NCPHTC 11	O	Pharmacy Technician 1	2/26/2026
NCSTVOC	NCPHTC 12	O	Pharmacy Technician 2	2/26/2026
NCSTVOC	NCPHTC 13	O	Pharmacy Technician 3	2/26/2026

Total New Noncredit Course: 3

IV. Noncredit Course Level

B. Modified Course

Department	Subject	Additional Approvals	Course Title	Date Approved
			None.	

Total Modified Noncredit Courses: 0

IV. Noncredit Course Level

C. Deleted Course

Department	Subject	Additional Approvals	Course Title	Date Approved
			None.	

Total Deleted Noncredit Courses: 0

2027-2028 Curriculum Approvals
Effective: August 2027
Part I

I. Credit Course Level
A. New Courses

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I. Credit Course Level

A. New Courses

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CSIT	CSIT	192	O	Artificial Intelligence: Agents: This course examines the design, development, and deployment of artificial intelligence (AI) agents and agentic systems. Students explore the principles of autonomous and semi-autonomous AI agents that perceive their environment, reason about goals, plan actions, and execute tasks using large language models, tools, and external systems. Topics include single-agent and multi-agent architectures, agent orchestration frameworks, tool use and function calling, memory and state management, retrieval-augmented generation, agent evaluation, and the ethical and operational considerations of deploying autonomous systems. Through hands-on projects, students build, integrate, and evaluate AI agents that perform meaningful tasks within professional and enterprise contexts.	10/8/2026
CSIT	CSIT	193	O	Artificial Intelligence: Hardware: This course provides a comprehensive examination of the hardware architectures that power modern artificial intelligence (AI) systems. Students explore the design, function, and selection of compute platforms used in AI workloads, including graphics processing units (GPUs), tensor processing units (TPUs), neural processing units (NPUs), field-programmable gate arrays (FPGAs), and emerging neuromorphic and quantum architectures. Topics include processor and accelerator architectures, memory and interconnect systems, AI server and data center design, edge AI hardware, power and thermal considerations, and the relationship between hardware capabilities and AI model performance. Students gain the foundational knowledge necessary to specify, evaluate, and architect hardware solutions that meet the requirements of modern AI applications in enterprise, cloud, and edge environments.	10/8/2026

I. Credit Course Level

A. New Courses

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Total Credit Course Additions: 7					

2027-2028 Curriculum Approvals
Effective: August 2027
Part I

I. Credit Course Level
B. Modified Courses

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Date Approved
CSIT	CSIT	120	O	Fundamentals of Computer Information Systems	10/8/2026
CSIT	CSIT	160	O/GE	Technology, the Individual, and Society	10/8/2026
CSIT	CSIT	180	O	Fundamentals of Computer Hardware and Software	10/8/2026
CSIT	CSIT	181	O	Fundamentals of Computer Networking	10/8/2026
ART	ARTH	158	O/GE	Indigenous Arts of Africa, Oceania, and the Americas	10/8/2026
ART	ARTH	C1100	O/GE	Survey of Art from Prehistory to the Medieval Era	10/8/2026
ART	ARTH	C1200	O/GE	Survey of Art from the Renaissance to Contemporary	10/8/2026
AUTO	AUTO	100	O	Basic Motorcycle Maintenance and Small Engine Repair	10/22/2026
AUTO	AUTO	102	O	Introduction to Auto - Maintenance and Light Repair	10/22/2026
AUTO	AUTO	105	O	Automotive Reconditioning and Detailing	10/22/2026
AUTO	AUTO	110	O	History of the Automobile	10/22/2026
AUTO	AUTO	125	H	CA Smog Technician Engine and Emission Control - Level 1	10/22/2026
AUTO	AUTO	130	O	Basic Engine Performance	10/22/2026
AUTO	AUTO	135	O	Auto Electronic Fundamentals	10/22/2026
AUTO	AUTO	140	O	Automotive Engine Technology	10/22/2026
AUTO	AUTO	141	O	Automotive Engine Performance and Drivability	10/22/2026
AUTO	AUTO	155	O	Manual Transmissions and Tranaxles	10/22/2026
AUTO	AUTO	156	O	Automatic Transmissions and Tranaxles	10/22/2026
AUTO	AUTO	160	O	Automotive Suspension, Steering, and Alignment	10/22/2026
AUTO	AUTO	161	O	Automotive Brake Service and Repair	10/22/2026
AUTO	AUTO	200	O	Automotive Electric and Hybrid Vehicles	10/22/2026
AUTO	AUTO	201	O	Alternative Fuel Vehicles	10/22/2026
AUTO	AUTO	205	O	Automotive Reconditioning and Paint Fundamentals	10/22/2026
AUTO	AUTO	220	O	HVAC Heating, Ventilation, and Air Conditioning	10/22/2026
AUTO	AUTO	225	H	Smog Check Training Inspection Procedures - Level 2	10/22/2026
AUTO	AUTO	235	O	Electronic Engine Controls and Accessories	10/22/2026
BIO	BIO	102	O/GE	Introductory Biology: Ocean Ecology and Sustainability Lab	10/22/2026
BIO	BIO	204	O/GE	Foundations of Biology: Biochemistry, Cell Biology, Genetics, and Molecular Biology	10/22/2026
BIO	BIO	340	O	Molecular Mechanisms of Disease	10/22/2026
CHEM	CHEM	150	O/GE	General Chemistry I: For Science Majors	10/22/2026
COMM	COMM	106	O/GE	Group Communication	10/22/2026
COMM	COMM	C1004	O/GE	Interpersonal Communication	10/22/2026
PHSN	PHYS	111	O/GE	Introductory Physics I	10/22/2026

Total Credit Course Modifications: 33

2027-2028 Curriculum Approvals
Effective: August 2027
Part I

I. Credit Course Level
C. Deleted Courses

Department	Subject	Course #	Course Title & Catalog Description	Date Approved
BIO	BIO	108L	Introductory Biology: Ocean Ecology and Sustainability Lab	10/22/2026
HORT	HORT	147	Wines of California	10/22/2026
HORT	HORT	150	Winery Operations and Management	10/22/2026
MATH	MATH	102A	Mathematics for Life	10/22/2026
MATH	MATH	131L	Trigonometry and Analytic Geometry Laboratory	10/22/2026
MATH	MATH	150L	Calculus and Analytic Geometry I Laboratory	10/22/2026
MATH	MATH	155L	Calculus and Analytic Geometry II Laboratory	10/22/2026
SSCI	ANTH	190	Primate Behavior and Ecology	10/22/2026
Total Credit Course Deletions: 8				

2027-2028 Curriculum Approvals
Effective: August 2027

Part I

II. Certificate and Degree Level
A. New Degrees and Certificates

Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
CSIT	CSIT	COP		Artificial Intelligence Fundamentals	9	10/8/2026
CSIT	CSIT	COA	AS	Artificial Intelligence Systems Architect	29	10/8/2026
BIO	BIO		AS-T	Biology 2.0 for Transfer	27-30	10/22/2026
CHEM	CHEM		AS-T	Chemistry for Transfer	37-39	10/22/2026

Total New Degree and Certificates: 5

2027-2028 Curriculum Approvals
Effective: August 2027
Part I

II. Certificate and Degree Level
B. Modified Degrees and Certificates

Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
CSIT	CSIT	COA	AS	Artificial Intelligence	25	10/8/2026
CSIT	CSIT	COA	AS	Computer Applications	28	10/8/2026
CSIT	CSIT	COA	AS	Cybersecurity	29	10/8/2026
CSIT	CSIT	COA	AS	Executive Administrative Professional	28	10/8/2026
CSIT	CSIT	COA	AS	Internet and E-Commerce	25	10/8/2026
CSIT	CSIT	COA	AS	Systems Administration	23	10/8/2026
AUTO	AUTO	COA	AA	Automotive Technology	28	10/22/2026

Total Modified Degrees and Certificates: 14

2027-2028 Curriculum Approvals
Effective: August 2027
Part I

II. Certificate and Degree Level
C. Deleted Degrees and Certificates

Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
HORT	HORT	COA	AS	Viticulture and Enology	23.5	10/22/2026
AUTO	AUTO	COA		California Smog Check Technician	13-14	10/22/2026
BIO	BIO		AS-T	Biology for Transfer	31-33	10/22/2026
Total Deleted Degrees and Certificates: 4						

2027-2028 Curriculum Approvals
Effective: August 2027
Part I

III. Noncredit Program Level

A. New Program

Department		Program	Date Approved
NCSTVOC	NCPHTC	Pharmacology Technician	2/26/2026

Total New Noncredit Programs: 1

III. Noncredit Program Level

B. Modified Program

Department		Program	Date Approved
		None.	

Total Modified Noncredit Programs: 0

III. Noncredit Program Level

C. Deleted Program

Department		Program	Date Approved
		None.	

Total Deleted Noncredit Programs: 0

2076-2028 Curriculum Approvals
Effective: August 2027
Part I

IV. Noncredit Course Level

A. New Course

Department	Subject	Additional Approvals	Course Title and Description	Date Approved
NCSTVOC	NCPHTC 11	O	Pharmacy Technician 1	2/26/2026
NCSTVOC	NCPHTC 12	O	Pharmacy Technician 2	2/26/2026
NCSTVOC	NCPHTC 13	O	Pharmacy Technician 3	2/26/2026

Total New Noncredit Course: 3

IV. Noncredit Course Level

B. Modified Course

Department	Subject	Additional Approvals	Course Title	Date Approved
			None.	

Total Modified Noncredit Courses: 0

IV. Noncredit Course Level

C. Deleted Course

Department	Subject	Additional Approvals	Course Title	Date Approved
			None.	

Total Deleted Noncredit Courses: 0

SABBATICAL LEAVE REPORT

Sabbatical Year: Spring 2026
Semester Returned: Fall 2026

Submission Instructions

- ☑ Complete all sections by replacing all "[Enter here]" with your information and clicking on any check boxes (please do not add highlighting). If there were more than 3 objectives, please copy/paste the same structure from objective 1 and add more.
- ☑ 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: Anthony Ongyod
Department: Communication Studies
Title: 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:
My purpose for this sabbatical is to compile and create Open Education Resources for COMM120: Principles of Human Communication to remove the cost for course materials.

There are no quality OER textbooks for this course. The current available textbooks for purchase are not written for the community college audience and/or are not highly relatable for the 18-25 year old population.

By compiling and creating OER for this course, students will be provided free, more relevant materials for learning, skill building, and applying effective communication behaviors taught in this foundational course.

PART III: Objectives and Activities

Objective #1: Research and collect OER materials for COMM120: Principles of Human Communication.
Activities: List the activities you completed to achieve this objective, including readings, site visits, training, consultations, and similar tasks. If your activities changed from what you outlined in your application, simply report what you actually did. Be specific and concise. One sentence per activity is sufficient.

A sampling of books/journals I read:

1. Theories of Human Communication (Littlejohn, Foss, & Oetzel, 2021)
2. Introducing Communication Theory: Analysis and Application (West & Turner, 2020)
3. Communication Theory: Racially Diverse and Inclusive Perspectives (Austin, Orb, & Sims, 2021)
4. Understanding Communication Theory: A Beginner's Guide (Croucher, 2016)
5. Key Works: Theories in Communication Studies (Rudeloff, Spiller, Döbler, 2026)
6. A First Look at Communication Theory (Griffin, 2024)
7. Communication Theory, International Communication Association Journal

A sampling of websites I read:

1. Communicationstudies.com
2. Communicationtheory.org
3. Communication Theory Wikipedia

A sampling of the academic videos I reviewed:

1. Helpful Professor Explains
2. Psychology Exposed
3. Social Science Explainer
4. Study Hall, ASU
5. Crash Course
6. Practical Psychology
7. Courtney Anderegg
8. Khan Academy
9. A First Look at Communication Theory Interviews

A sampling of the YouTube videos I reviewed:

1. TED
2. TED-Ed
3. Carbon Radio
4. PHILO-notes
5. Explained in Minutes
6. Opinion Science

A sampling of podcasts I listened to about teaching and communication theory:

1. Conversations About Communication (Carr)
2. Communication Corner podcast (McGraw-Hill)
3. Think Fast, Talk Smart (Abrahams)
4. Communication Theory podcast (Proffit)
5. Talk Theory to Me podcast (Yarber)
6. Communication Research Podcast (Boston University)

I attended a communication conference with panels/workshops/discussions in the community college, communication theory, and teaching groups:

1. Western States Communication Association Conference

A sampling of workshops about Canvas, teaching principles, and technologies:

1. Universal Design for Learning guidelines 3.0
2. Numerous universal design videos
3. Accessibility training
4. Canvas LMS tutorials
5. Best Practices for Canvas Course Design
6. HTML for Canvas
7. Artificial Intelligence in higher ed workshops

Total Hours spent on Objective #1: 300

Objective #2: Create and compile OER materials for COMM120: Principles of Human Communication.
Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations,etc, that you completed to achieve this objective.

I wrote content for 32 modules, assembled a collection of readings and videos, wrote quizzes, and updated assignments.

Total Hours spent on Objective #2: 300

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

- 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 Students:
  Student learning is improved because the OER materials are contemporary, relevant, and written for a community college course. The textbook I used previously is still the industry

standard, but it was jargon-full, the examples are pretty old even in the newest edition, it was written for a 300/400 level upper division course with unnecessary detail even for a COMM major. Going OER gave me the opportunity to present information specific to our introductory level course, information that makes sense to the 2026 student, and is much more user friendly, fun to read, and immediately applicable. Learning is improved primarily because it is just more likely students will read and understand the materials much better than before.

- Student engagement is increased because the material is in shorter bursts with higher impact, simple and applicable snippets of information without unnecessary jargon. The materials are more visually interesting with memes and relevant videos. Because the materials are more digestible, we spend less time lecturing/discussing the readings and have more time in class to engage with applying the materials, engage in communicating and listening to each other, and going more in-depth with the concepts.
- Student success is improved because they have immediate access to the materials once they enter Canvas which increases success, especially for those students that previously would not have the textbook for the entire semester or used the copy on reserve at the library. The materials and skills learned are useful beyond the classroom and these communication skills can be applied in the future at work, in relationships, in-person and online. When students experience the more clear connection between the materials and their personal lives, they will likely be more successful in the course.
- SLO #1 and the core competency aligned with it were strengthened the most: S*tudents will be able to effectively apply human communication theories to situations and problems outside the classroom* and *Competencies gained from SLO #1: Problem solving; Integration of knowledge; Skills for ongoing personal, academic, and professional growth*. With new materials and new assignments, a large portion of the class is now dedicated to applying the theories in meaningful and relevant ways outside the classroom and for a lifetime. Previously, I would spend a significant amount of class time discussing and lecturing to understand the textbook. Now that the materials are easier to understand for students, we can spend almost the entire class focused on discussing ways with which we can apply the communication theories we learn to make our lives and the lives of people around us more awesome.

- 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 Your Department:
  Our department has another OER course, and worthy of celebration is this: Communication Studies majors can now complete their entire degree without having to purchase a textbook. COMM120 was the last course without an OER option, so this sabbatical really contributed to our department's work in serving students. We are in agreement that OER supports equity and inclusion, and the overall college's initiatives regarding providing free educational resources.
-
- 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.

- OER classes elevate MiraCosta College's achievement of its mission of innovative teaching and learning. I have materials to share with my department or other institutions that are interested in OER for this course.
- 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.
- I learned how to make memes, which I thought was pretty cool. I also learned some basic HTML for Canvas, then Design Plus came along and was much easier than using HTML, but I guess I could still use some HTML if I had to. Overall, I think the most fun part was being able to take the time to think about what I really wanted the course to provide for students. I got to take on the perspective of a student in a communication theory class and understand how to take complex ideas and make them simpler, funnier, and package them as tools to use that are lifelong and life changing.
- It was easy and familiar to rely on the text, lecture the text, and use assignments from the text because it was all pretty good stuff. Now, I get to teach the course the way I think is most useful for students: high impact and easy to digest content and quizzes so that we can spend a lot of time in class discussing and applying the human communication theories to make positive additions, changes, adjustments to our communication to make our lives and the lives of people around us better.
- I will continue to apply the skills I learned to my other courses by focusing on teaching more of the great stuff that is most useful, to shorten lessons while increasing quality. I have one more class I teach that uses a textbook. I can apply the principles I learned here to OER that class as well without needing a sabbatical to do it.

PART V: Deliverables, Documentation and Permissions

A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, curriculum materials, toolkit, article title, creative work titles, number of recordings, etc. List the titles or descriptions of your deliverables below (you will provide the link to access them in Section B below).
   Deliverables:
   Curriculum materials: 32 modules including quizzes, assignments, class discussions

B. Place all of the deliverables listed in Section A, along with your Log of Activities with hours, into a single shared folder. Do not link individual files, put all files inside a folder. Set the folder permissions to "Anyone with the link can view." Below in permissions, you may choose who may view this folder.

   Sabbatical Leave Report Deliverables 2026, Anthony Ongyod

☑ **Option 1:** Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public. If you chose to make your deliverables public enter the link here.

Sabbatical Leave Report Deliverables 2026, Anthony Ongyod
https://drive.google.com/drive/u/2/folders/1KZqnbQojpPi3r3tzR9DdHDwteOOU57aY

☐ **Option 2:** No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee. If you chose to keep them private email the link to the Administrative Assistant and the Chair of the Sabbatical Leave Committee.

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: 600

PART VIII – Certification

Signature: _____ Date: _____9/10/26_____

SABBATICAL LEAVE REPORT

Sabbatical Year: 2025-2026
Semester Returned: Fall, 2026

Submission Instructions

- Complete all sections by replacing all "[Enter here]" with your information and clicking on any check boxes (please do not add highlighting). If there were more than 3 objectives, please copy/paste the same structure from objective 1 and add more.
- 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: Christopher Sleeper
Department: History
Title: Instructor of History
Select the duration of your sabbatical leave:

Fall – One semester (full sabbatical)
X 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
X 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 sabbatical is to enhance history education through three key initiatives: conducting scholarly research and travel to Central and Eastern Europe to deepen my expertise on the Interwar era, World War II, and the Cold War; developing new in-person and online instructional materials and modules for History 100; and creating zero-cost resources for four history courses. The first part of my proposed leave expands my knowledge of the military campaigns, personal histories, and the Holocaust of World War Two. This work and traveling to Germany, Austria, Czechia, and Poland is critical to maintaining currency as a discipline expert. The information gained from this work can be applied towards my teaching of History 101,104,111, and 113 courses. The second part of my sabbatical leave focuses on developing instructional materials for teaching History 100 (World History to 1500) in face-to-face and online formats. I last taught this class in 2009, and I have never taught it

online. The final part of my sabbatical leave consists of curating open access materials from websites, digital archives, e-files, and the MiraCosta library to enrich my History 100, 101, 110, and 111 courses. This project supports student success and equity in the history department and supports a larger college-wide initiative.

PART III: Objectives and Activities

Objective #1: To expand my knowledge of Central and Eastern European histories of the Interwar, World War Two, and Cold War eras.

Activities: List the activities you completed to achieve this objective, including readings, site visits, training, consultations, and similar tasks. If your activities changed from what you outlined in your application, simply report what you actually did. Be specific and concise. One sentence per activity is sufficient.
Read histories by authors Svetlana Alexievich (3), Christopher Browning, Eric Schlosser, Malcolm Gladwell, Bradley Hart, Timothy Snyder, Florian Huber, Donald Miller, Odd Arne Westad, and David Petriell.
Watched documentaries about World War Two and the Cold War.
Traveled to Germany, Czechia, and Poland (April 27-May 14)
Site Visits:
Berlin: Visited Reichstag, Checkpoint Charlie, Jewish Museum Berlin, Topographie of Terror, German Spy Museum, National Art Gallery, Brandenburg Gate, sections of the Berlin Wall, Stasi Museum, Nordbahnhof,
Sachsenhausen: Visited Sachsenhausen Memorial and Museum
Potsdam: Visited City Palace, Sans Souci, University of Potsdam,
Wittenberg: Visited All Saints' Church, University of Wittenberg, Town Church of St. Mary, Old Town
Meissen: Visited Albrechtsburg Castle, Meissen Porcelain Factory tour, Old Town
Dresden: Visited City Museum, Albertinum, Green Museum, Gemäldegalerie Alte Meiser (Old Masters Picture Gallery, Zwinger Palace, Pillnitz Castle
Bastei: Visited Rock Castle of Neurathian
Prague: Visited the Communist Museum, the Cold War Museum, Old Town, Prague Castle, Lobkowicz Palace, and the Jewish Quarter.
Krakow: Visited Old Town, Wawel Castle, Wawel Cathedral, Auschwitz and Auschwitz-Birkenau
Czestochowa: Visited Jasna Gora Monastery and Fortress
Warsaw: Visited Warsaw Uprising Museum, Museum of the History of the Polish Jews, Old Town,

Total hours spent on Objective #1: 274

Objective #2: To develop instructional materials for teaching History 100 in-person and online.

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc., that you completed to achieve this objective.
Read histories by numerous authors, including David Petriel, Bonnie Smith, Brian Fagan, Alfred Crosby, and the World History Encyclopedia.

Watched documentaries and videos on world history eras, individuals, and specific events like the Black Death.
I attended Design Plus workshops during Flex Week.

I met and corresponded with Nadia Khan to go over universal design, issues of accessibility, course design and Design Plus.
I met and corresponded with Stephanie Kelley to go over zero-cost instructional materials for History 100.
Met and corresponded with full-time history department colleagues to discuss module design, assignment design, syllabi language, and artificial intelligence.
Created 20 modules for the History 100 course.

Total hours spent on Objective #2: 315

Objective #3: By the end of my sabbatical leave, I will have implemented zero-cost instructional materials into four history courses (100, 101, 110, and 111).

Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations, etc., that you completed to achieve this objective.
I conferenced and corresponded with Stephanie Kelley to go over zero-cost instructional materials for History for History 100, 101, 110, and 111 courses.
Correspondence with Lauren McFall about zero-cost instructional materials in MiraCosta collections.
Conferenced with full-time history department colleagues to discuss zero-cost instructional materials for History 100, 101, 110, and 111 courses.
Conferenced with faculty from history departments at Oxnard Community College, Riverside Community College, Fullerton Community College, and Moreno Valley Community College about zero-cost instructional materials for History 100, 101, 110, and 111 courses.
Researched OER materials in Libretexts, Academic Senate for California Community Colleges Open Education Resources Initiative (ASCCC OERI), and Cool 4 Ed sites.
Read OER Textbooks for four history courses.

Total Hours spent on Objective #3: 79

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 have been a world historian for three decades and admittedly have seen little of the world. I created my first objective to learn and understand how people in Central and Eastern Europe lived during a seventy-year period (1918-1989) that saw tremendous political, economic, and social change. These people witnessed the fall of democracies and lived through fascism and communism. I learned how the Nazis instituted national socialism across Germany and what the experience was for people living under Communism in East Germany, Poland, and Czechia. While history books can share rich details and deepen knowledge of these eras, no book, no matter how well it is written, can reproduce what it was like to share time and meals with those who lived under these systems. I spent hours visiting with numerous historians and guides who shared with me their memories of these periods and what life was like behind the Iron Curtain of communism. I went to three different Nazi and Soviet concentration camps, including the notorious Auschwitz and Auschwitz-Birkenau. While I learned extensively about this seventy-year period, I also seized the opportunity to learn about how the Reformation and Holy Roman Empire impacted the region's history. The depth of knowledge that I gained about Martin Luther, his wife Katherine, and other leaders of the Reformation and Counter-Reformation should make learning fascinating for my students. Another benefit of my trip is understanding centuries of history concerning the Jewish people in this region. What I learned and saw while working on my first objective will change me for the rest of my life. My students for years will get the benefit of my pictures, stories, and expertise, sharing what I learned from dozens of historians and guides. I will be able to provide much deeper and more meaningful context about numerous historical documents like Luther's 95 theses and Hitler's Nuremberg laws because I saw the impacts of these documents firsthand. I started this objective in January as a historian, but now I also consider myself an activist. I am motivated by the words of Polish-Jewish historian and Holocaust survivor Marian Turski, "Thou shalt not be indifferent. If you are indifferent, another Auschwitz will come out of the blue for you or your descendants."

I have worked extensively to create a History 100 course with the latest historical scholarship and perspectives, as well as entirely new maps and materials. I had not taught history 100 for fifteen years, and in that period, new movements about student equity, accessibility, and course design required me to rebuild an entirely new course to meet the needs of my students. My work with Nadia Khan, Stephanie Kelley and other community college historians helped me find more zero-cost and lower-cost materials for my students not only in History 100 but also History 101, 110, and 111. I created 20 modules for the History 100 course on various periods and regions of World History. I have incorporated many suggestions from Nadia not only into my History 100 modules but also other courses that I teach. I use the same layout for every module so that students can learn history from a diverse spectrum of resources while feeling comfortable with the structure and layout of the course. Instead of leading with a top-down approach to the subject, I incorporated histories of subjects that are often left out of many world history courses, including the experiences of working women, climate

change and ecological factors, lesser-known trade networks, such as the amber and obsidian trade routes, and new discoveries about science and technology in these complex societies. Student feedback on my online teaching has been very positive. One student remarked, "I think this course did a really good job of making history interesting and clear. One thing I particularly liked was the videos and infographics." Another remarked that "this course was very organized, especially with having large amounts of history to fit into clear modules with readings, vocabulary, images, videos, and the professor's perspectives." I designed the course assessments with a clearer appreciation of the new History CSLOs that our department developed in Fall, 2025. The principles about accessibility, module design and content that I have incorporated into my courses will be shared with my department colleagues, faculty in OAC, and my mentees in the Lodestar program.

PART V: Deliverables, Documentation and Permissions

A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, curriculum materials, toolkit, article title, creative work titles, number of recordings, etc. List the titles or descriptions of your deliverables below (you will provide the link to access them in Section B below).
Deliverables:
Bibliography of Interwar, World War Two, and Cold War materials (History 101)
Bibliography of History 100 materials.
Travel Diary (screenshots) and assorted trip pictures
Semester log of weekly hours spent on objectives 1-3
Screenshots of Canvas Modules.
History 100 book and film worksheet assignments
History 101 book and film worksheet assignments

Place all of the deliverables listed in Section A, along with your Log of Activities with hours, into a single shared folder. Do not link individual files, put all files inside a folder. Set the folder permissions to "Anyone with the link can view." Below in permissions, you may choose who may view this folder.

Option 1: Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public. If you chose to make your deliverables public enter the link here.

Option 2: No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee. If you chose to keep them private email the link to the Administrative Assistant and the Chair of the Sabbatical Leave Committee.

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

- 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: 668

PART VIII – Certification

Signature:  Date: 10/14/26

SABBATICAL LEAVE REPORT

Sabbatical Year:

Semester Returned:

Submission Instructions

- ☑ Complete all sections by replacing all "[Enter here]" with your information and clicking on any check boxes (please do not add highlighting). If there were more than 3 objectives, please copy/paste the same structure from objective 1 and add more.
- ☑ 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: Donny Munshower
Department: Counseling
Title: Counselor (Veterans)
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 this sabbatical leave is to create a comprehensive Canvas class shell tailored to the needs of Veteran and Military-Affiliated (VMA) students, providing resources, support, and guidance similar to the Transfer Center's Canvas shell. This project will involve self-directed study through relevant professional development courses that will enhance both my ability to develop this specific VMA shell and my broader teaching practice in the counseling courses I lead.

PART III: Objectives and Activities

Objective #1: Enhance my expertise and skills in using Canvas to support my ongoing teaching efforts in the Counseling Department, as well as the development of the VMA Canvas shell.
Activities: List the activities you completed to achieve this objective, including readings, site visits, training, consultations, and similar tasks. If your activities changed from what you outlined in your application, simply report what you actually did. Be specific and concise. One sentence per activity is sufficient.
In my sabbatical Leave application, I stated that I would enroll in between 1-3 courses offered by @ONE (California Virtual Campus Online Network of Educators), where the course credit would be awarded by Fresno Pacific University, as graduate level units. I enrolled and completed 9 units (three 3-unit courses): Intro. to Course Design, Intro. to Teaching with Canvas, and Advanced Techniques with Canvas during my sabbatical semester.
Total Hours spent on Objective #1: 432 hours. Each graduate level unit was awarded 48 hours of work.

Objective #2: Veterans Services currently has a basic Canvas shell with a single module that provides essential veteran-specific information for students at MiraCosta who wish to utilize their GI Bill. However, this resource is not actively used or publicly available to students. My second objective is to enhance this Canvas shell to include comprehensive information about the GI Bill at MiraCosta, as well as to highlight valuable on- and off-campus resources and scholarships. I envision it as a living document that offers students immediate access to the information they need to thrive on campus. It will serve as a reference guide for our Veterans and Military Affiliated students and counselors. This resource will be similar to the Transfer Center Canvas shell, which is widely accessible to students. Additionally, it will provide a platform for continuously updating information, ensuring that students can access the latest resources whenever they need them.
Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations,etc, that you completed to achieve this objective.
Individual interviews with students: I had discussions/interviews with 8 current/past students and asked them about topics they thought would be beneficial in this updated Military Resource Canvas shell.
Requested feedback from staff, and Veterans Counselors (sent an email for feedback): I requested feedback from Veterans Services front staff, Veteran Services Federal Work Study Students, and Veterans Counselors on topics that needed to be included in the Canvas shell.
Requested feedback on completed modules (sent an email for feedback): I gave access to the Veterans Services Program Manager, and the other full-time Veterans Counselor for feedback on the completed Canvas shell. I also shared the information on the specific SAS page with our Veterans Service SAS liaison.
Development of Canvas modules: The majority of the time for this Objective was spent building the Canvas shell and adding content.
Meeting with Nadia Khan: I met with Nadia Khan, MiraCosta's Instructional Designer on designing specific pages.
Total Hours spent on Objective #2: 144 hours

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'd like to address each point individually, and will finish with a summary of things I learned and where my next steps will be for this Sabbatical Leave project.

Impact on Students

The main focus of this project was building an informative Canvas shell for our **Military-Connected Students (MCS)** — one they'll automatically be enrolled in upon coming to MiraCosta, giving them immediate access to key information. This is a living document: we'll continue updating it, adding modules, and refining how information is presented based on student feedback.

The coursework also directly improved my online teaching in COUN 105: Transfer Success, which I've taught for more than five years. I originally built the course from another counselor's shell and have been modifying it piecemeal ever since. These classes taught me how to use Canvas to its full potential — skills I've already begun applying to both the new resource guide and my "old" COUN 105 shell. .

Impact on My Department

For the Counseling department, this sabbatical strengthened my online teaching skills, but the bulk of impact is on Veterans Services and other Veterans Counselors. This Canvas shell will be a major win. One goal of Veterans Services is to contact every new student within a week of their application to introduce them to Veterans Services and outline next steps for using their GI Bill, enrolling in classes, and submitting VA documents. This shell becomes that starting point — a detailed resource students and staff can point to when the office is busy. GI Bill usage has grown steadily — up 8% (704 to 760

students) from Spring to Fall 2026 alone, and 20% over the last few years — with more students expected to apply late. With only one full-time and one part-time staff member handling our front desk, a resource that answers basic questions on its own is significant relief.

It also frees up Veterans Counselors, who currently spend a lot of time explaining GI Bill benefits — time that pulls us away from career and academic counseling. This project also has an equity dimension. Military-connected students are often older, returning, or first-generation, and many are balancing service-connected disabilities with coursework — populations who can fall through the cracks of a general-purpose onboarding process. A dedicated, always-available resource helps close that gap by giving students consistent access to information regardless of when they enroll or how comfortable they are asking for help in person. That said, this project also taught me where equity-minded content can overreach — feedback from SAS (discussed further below) helped me see where I'd gone too far. Beyond GI Bill guidance, the guide gives MCS's a starting point to build a sense of identity and connection at MiraCosta — a one-stop shop for the information they need to succeed.

Impact on the College and/or Community

MCS will benefit from a centralized resource available from enrollment through graduation, serving as an essential starting point for understanding GI Bill benefits at MiraCosta. One area still needing development in this resource guide is additional off-campus resources; I included the San Marcos Vet Center and CalVet Veteran Services office but this area could be expanded on. As a living document, I plan to keep expanding it with local nonprofits supporting veterans with housing, transition assistance, debt relief, food services, and more.

Looking ahead, once the shell clears remaining sign-offs, I plan to present it to other Region X Veterans Service community college offices — potentially as a model other campuses could adapt.

Impact on My Professional Growth

The coursework shaped how I think about organizing and designing Canvas content — every page and assignment needs a clear purpose, and information should be presented without overwhelming students. But the biggest growth came from meeting with Nadia Khan, who introduced me to MiraCosta-specific Canvas tools not covered in the @ONE classes — the Cidi Labs Multi-Tool, the Transformational Wizard, and the Open DesignPLUS Sidebar. Learning about these changed my entire approach with Canvas — I went back and revised much of my existing content once I understood them. If other faculty don't know about these tools, they should; they make content more engaging without adding clutter.

Creating this Resource guide also forced me to wrap my head around the mass amount of information needed for Veterans Counseling. Working with the VA and assisting students to maximize their GI Bill benefits can be very stressful– Veterans get up to $3963/month in housing stipend for enrolling in the correct classes each term, but there are many “rules” we need to keep in mind. Class modality, class length, unit value of the classes all play a part in calculating the student’s Rate of Pursuit for their payments. I hadn’t thought about it, but this Resource Guide will be an excellent training manual for new associate counselors or other full-time counselors if needed.

Summary and Next Steps

A few key takeaways from this project:

- ***There are many ways to present information, and mine may not be optimal.*** I'll keep gathering feedback from Veterans Services staff and fellow counselors to refine it.
- ***I'm not the expert at everything, and I don't need to be.*** Our SAS liaison let me know that I'd gone too far in identifying specific accommodations tied to VA disability ratings, since that could imply “guarantees” SAS can't make. Several pages need reassessment before launch.
- ***Feedback is still incomplete.*** I don't expect this Canvas shell to go live until Spring or Fall 2027. I built it around early feedback from students and staff, and received helpful input from our VSOC VA representative and SAS counselor, but still need sign-off from the Program Manager, other Veterans Services staff, and Veterans Counselors.
- ***This remains a living document*** — VA policy updates yearly, and the guide needs to keep pace. Specific processes within Veterans Services may also change and we will want to update it accordingly. New modules may be added as additional information comes to light that we’d want to highlight to our MCS. There are additional pages that I want to add that haven’t been developed.
- ***Stepping away from campus duties gave me the space to do focused, high-impact work.*** Counselors rarely get extended time away from the year-round enrollment cycle. My sabbatical gave me six months of sustained focus to complete a project I've wanted to pursue for 4-5 years, one I'm excited to see benefit our students. I return renewed and ready to take on additional projects I haven't had capacity for in recent years.

PART V: Deliverables, Documentation and Permissions

A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, curriculum materials, toolkit, article title, creative work titles, number of recordings, etc. List the titles or descriptions of your deliverables below (you will provide the link to access them in Section B below).
Deliverables:
   1. Log of Activities Excel sheet.
   2. Access for the Sabbatical Leave Committee Chair to my Sandbox Canvas shell, titled, “Sandbox Veterans Services”.
   3. Transcript from Fresno Pacific College identifying the three 3-unit graduate level classes I completed.

B. Place all of the deliverables listed in Section A, along with your Log of Activities with hours, into a single shared folder. Do not link individual files, put all files inside a folder. Set the folder permissions to "Anyone with the link can view." Below in permissions, you may choose who may view this folder.

☐ **Option 1:** Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public. If you chose to make your deliverables public enter the link here.

☑ **Option 2:** No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee. If you chose to keep them private email the link to the Administrative Assistant and the Chair of the Sabbatical Leave Committee.

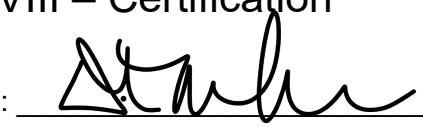
PART VI: Estimated Total Hours

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: 576 hours

PART VIII – Certification

Signature:  Date: Sept 11, 2026

SABBATICAL LEAVE REPORT

Sabbatical Year: Spring 2026
Semester Returned: Fall 2026

Submission Instructions

- ☑ Complete all sections by replacing all "[Enter here]" with your information and clicking on any check boxes (please do not add highlighting). If there were more than 3 objectives, please copy/paste the same structure from objective 1 and add more.
- ☑ 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: Kaitlin Fisher
Department: Chemistry
Title: Professor
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:
Given the current need to assess and structure course curriculum to reflect career pathways and readiness, restructuring the lab curriculum of CHEM 112 will be the primary objective of my sabbatical project. CHEM 112 represents an important course for the preparation of students hoping to pursue future careers in health, nursing, and more. The current lab curriculum is fairly siloed and does not necessarily offer any translatable skills that could give students an advantage in their respective programs to which they enroll. I would like to change this by creating a lab curriculum that allows students to synthesize medication, purify it, and compound it using the principles associated with the course. These skills are highly transferrable to their future careers and can give them a distinct advantage moving forward. We have seen success with

project based learning in our majors courses and I believe that we can make this course unique in the chemistry course pre-requisite landscape. I want students that come through our MiraCosta pre-health classes to move into their respective health careers with advantages unique to our college.

PART III: Objectives and Activities

Objective #1: Research best practices and lab curricula in consultation with MiraCosta nursing faculty.
Activities: List the activities you completed to achieve this objective, including readings, site visits, training, consultations, and similar tasks. If your activities changed from what you outlined in your application, simply report what you actually did. Be specific and concise. One sentence per activity is sufficient.

- Research on introductory nursing curriculum at schools in California including course outline of records for the classes
- Research on lab curriculum offered for other introductory chemistry courses for pre-nursing at both community colleges and state schools in California
- Discussion with nursing faculty about their “wish lists” for incoming nursing students preparedness

Total Hours spent on Objective #1: 116 hours

Objective #2: Design and test lab curriculum iteratively to refine the procedures and processes resulting in the refinement of the procedures. This will result in the publication of a lab manual that will be available free of cost on our course sandbox site.
Activities: List the activities, collaborations, creations, readings, fieldwork, site visits, training, consultations,etc, that you completed to achieve this objective.

- Investigation and outlining of 12 original lab projects with step-by-step methods for experimentation
- Hands on iterative testing of the lab procedures by me to ensure success of the methodology
- Writing of 12 original introductions and backgrounds for the lab procedures
- Writing of 12 original methods and procedures based on my hands on iterative testing
- Writing of 12 original data and observations sections
- Writing of 12 supplemental pre-lab and post-lab assignments for each lab procedure
- Consultation and collaboration with lab staff to clarify the feasibility of implementing the lab work flow to support implementation of the new labs in Fall 2026
-

Total Hours spent on Objective #2: 483 hours

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 motivation of this project was to provide a curriculum that is current and applicable to student success in Chem 112 and to better prepare students for courses and careers in health. The lab curriculum serves to allow students to build the skill sets that increase motivation by bridging chemistry with practical, medical applications they will encounter in nursing. By transitioning from a traditional, siloed approach to labs with no clear skill building sequence to a more project-based learning model, students will now have the opportunity to learn and grow their skills in solution formation, spectroscopy, and data analysis. For example, new modules detailing the synthesis, TLC analysis, and UV-Vis spectroscopy of aspirin directly translate abstract chemical principles into concrete, career-relevant techniques. This hands-on methodology will hopefully serve to enrich student engagement, shifting their perspective of chemistry from a hurdle requirement to the beginning of mastering problem solving strategies that will serve them well into the future . Furthermore, this curriculum directly strengthens core competencies in scientific inquiry, quantitative reasoning, and technical lab execution, ensuring our pre-health students possess a distinct, translatable advantage when entering rigorous health and nursing programs.

Impact on the Department

Within the Chemistry Department, this sabbatical work significantly enhances our pedagogical approach and program design. The creation of a fully tested, 12-week lab manual directly supports our equity, diversity, and inclusion initiatives by eliminating the financial barrier of expensive traditional lab texts. Because the manual is available free of cost on our course sandbox site, all students are guaranteed equitable access to high-quality learning materials on day one. Additionally, this project fostered vital professional collaboration. By working closely with MiraCosta nursing faculty to establish

a curriculum preparedness "wish list," and consulting intimately with lab staff to ensure feasible lab workflows for Fall 2026, this work serves as a blueprint for future cross-disciplinary and intra-departmental course development. Because these procedures underwent extensive hands-on iterative testing to ensure methodological success, the department can confidently implement these modules.

Impact on the College and Community

At the institutional level, modernizing the CHEM 112 curriculum elevates MiraCosta College's visibility and reinforces our mission to provide career-ready education. By offering a pre-health chemistry course uniquely tailored to nursing and clinical applications, we distinguish our institution within the broader California community college and state school landscape. Our students will enter their respective cohorts with specialized, practical competencies that reflect exceptionally well on MiraCosta's academic rigor and innovative project-based learning approach. Furthermore, the deliverables—including the comprehensive lab manual chapters and project motivation presentation—can be shared at local academic conferences or STEM workshops, contributing to a broader community dialogue on modernizing prerequisite education.

Impact on Professional Growth

This sabbatical provided an invaluable opportunity for deep, focused professional development. Dedicating 500 hours to investigating, writing, and iteratively testing 12 original lab projects allowed me to recalibrate my own pedagogical strategies and technical procedures. I gained a much deeper understanding of the specific demands of modern nursing programs through my research into state-wide curricula and direct consultations with nursing faculty. This newly acquired perspective fundamentally shifts my teaching approach; I am now better equipped to appropriately contextualize chemical principles for health-science majors. Moving forward, I plan to leverage these curriculum design skills and cross-disciplinary insights to continually advocate for dynamic, student-centered learning environments within the sciences.

PART V: Deliverables, Documentation and Permissions

A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, curriculum materials, toolkit, article title, creative work titles, number of recordings, etc. List the titles or descriptions of your deliverables below (you will provide the link to access them in Section B below).
Deliverables:

1. Acids, Bases and Sour Candy Lab Manual
2. Analyzing Kool-Aid Lab Manual
3. Demonstrating Osmosis Lab Manual
4. Measurements Lab Manual
5. Nomenclature and chemical Reactions Lab Manual
6. Plant Pigments Lab Manual
7. Scientific Method_Oreos_Lab Manual
8. Synthesis of Aspirin_Lab Manual
9. TLC Analysis of Amino Acids_Lab Manual
10. TLC Analysis of Aspirin_Lab Manual

11. UV-Vis Spectroscopy of Aspirin_Lab Manual
12. M&M Statistical Lab Manual
13. Powerpoint of Project Motivation

B. Place all of the deliverables listed in Section A, along with your Log of Activities with hours, into a single shared folder. Do not link individual files, put all files inside a folder. Set the folder permissions to "Anyone with the link can view." Below in permissions, you may choose who may view this folder.

☑ **Option 1:** Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public. If you chose to make your deliverables public enter the link here.

☐ Sabbatical Deliverables_Fisher

☐ **Option 2:** No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee. If you chose to keep them private email the link to the Administrative Assistant and the Chair of the Sabbatical Leave Committee.

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: 599 hours

PART VIII – Certification

Signature: __Kaitlin Fisher_____ Date: _9/8/2026_____

SABBATICAL LEAVE REPORT

Sabbatical Year: Fall 2025

Semester Returned: Fall 2026

Submission Instructions

- ☑ Complete all sections by replacing all "[Enter here]" with your information and clicking on any check boxes (please do not add highlighting). If there were more than 3 objectives, please copy/paste the same structure from objective 1 and add more.
- ☑ 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: Lauren Greenwald
Department: Art
Title: Full-time Faculty, Photography
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:
For this sabbatical leave, I will produce a new body of work investigating and documenting historical pilgrimage routes in Western Europe, with preliminary examinations of the Camino de Santiago and the Via di Francesco. As an artist and art professor, my professional practice includes the development and production of self-directed creative work. My previous work focused on modes of travel, perception, and the importance of the journey, and this new work will be a continuation of these themes, investigating the social, philosophical, and cultural significance of walking and the act of the pilgrimage. This will be made through historical research, site visits, and the walking itself. The final product will be a portfolio of photographs, possibly supplemented with video and mixed media artworks. To produce the physical

prints, I will be using a range of traditional and digital photographic printmaking processes, which will allow me to explore new methods and developments in photographic printing, ones I plan to introduce into the art curriculum at MiraCosta.

PART III: Objectives and Activities

Objective #1: Research, visit, and photograph significant pilgrimage sites and routes in southern France and Northern Spain along the Camino de Santiago (St. James' Way) and the Via di Francesco (Way of St. Francis) in the Umbria region of Italy.

Activities: List the activities you completed to achieve this objective, including readings, site visits, training, consultations, and similar tasks. If your activities changed from what you outlined in your application, simply report what you actually did. Be specific and concise. One sentence per activity is sufficient.

In preparation for my site visits in Europe, I read a range of books and articles about pilgrimages and pilgrimage sites (a complete bibliography is included in the documentation). All site visits included some combination of the following: walking portions of the established pilgrimage trails, visiting significant sites and / or buildings, making photographs and filming video of the sites, and interacting with pilgrims and participants at each site. The French sites visited focused on various locations along the four primary routes of the Chemin de Saint Jacques, including: Abbaye de Cluny, Chartres, Lyon, Paris to Orleans, Le Puy-en-Velay, Saint-Jean-Pied-du-Port, and the Lourdes shrine, which was the start of an organized pilgrimage tour in Italy. The two-week guided tour was titled "Lourdes and the Shrines of Italy", and I joined a group of Catholic pilgrims, visiting: Rome and the Vatican, San Giovanni Rotondo, Monte San Angelo, Montecassino, Lanciano, Loreto, Assisi, and Orvieto. I crossed the Pyrenees by car from France to Spain, and visited Roncesvalles, Santiago de Compostela, portions of an unofficial extension of the Camino in Galicia, and Fisterra. Due to the extensive French travel itinerary, I knew some improvement in my French language skills was necessary, so I also completed a private, week-long French language immersion course in the Beaujolais region during the first week of September.

Total Hours spent on Objective #1: 403 Hours

Objective #2: Edit the accumulated material into a cohesive body of work, with plans developed for submission for exhibition and / or publication opportunities.

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

The photographs and documents made at the above sites included both digital and film photography. Every site visit was followed by downloading, archiving, and making preliminary edits of the digital material produced, along with processing, scanning, and digital editing of the film. Preliminary video edits were made of the video recorded. After my return home in November, hundreds of photographic proof prints were made in my studio, narrowing thousands of images down into a cohesive group of images. During this process, it became clear I had two distinct bodies of work - a portfolio of landscape

images, consistent with my established photographic style, as well as a series focusing on the interactions of people inhabiting and passing through these spaces.

While in Paris in November, I attended Paris Photo, one of the largest photo-centric art fairs in the world, and over a period of three days was able to familiarize myself with dozens of galleries and publishers, and to compile a list of prospective exhibition or publication opportunities in the future.

Several opportunities have already materialized following my sabbatical. In December, I was invited to participate in an artist residency in Venice, Italy. I spent two weeks in January 2026 at Venezia Contemporanea, where I was able to exhibit some of the sabbatical project prints and to begin a new body of work. I was also offered a solo exhibition at Gallery Palindroma in Piermont, NY, tentatively scheduled for late 2027 or early 2028.

Total Hours spent on Objective #2: 105 Hours

Objective #3: *Explore a variety of production possibilities for the finished work, including familiarizing myself with a contemporary method of photographic printmaking based on a traditional printing process, the photogravure.*

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

In the past, I have produced prints for exhibition using a variety of processes, from silver gelatin prints to alternative processes such as cyanotype and kallitype, to archival inkjet prints in a range of sizes. I had originally planned to take a workshop at Cone Editions in Vermont to learn a contemporary photogravure process called photopolymer plate printing, but the studio had a very limited schedule and the few sessions available were not viable with my schedule. I instead decided to explore another photographic printmaking process, photo lithography. This process requires exposing a photographic image onto a metal photo-sensitive lithography plate, which is then inked and printed onto paper using a traditional lithography printing press. Once back in California in December, I collaborated with my printmaking colleague, Frol Boundin, and was able to produce a preliminary set of photo lithographs from my larger body of images. I found this printing method very appealing, and I'll be pursuing it in the future to create a larger edition. Two of the prints from this series are currently on view in the MiraCosta Art Gallery as part of the Art Faculty and Staff show, and others are in an upcoming group exhibition, opening at the end of September, at Gallery Palindroma in Piermont, NY. While working on the photo lithographs, I also tested numerous archival papers for use with our photo inkjet printers.

While the original objective was to examine printing methods for my body of landscape images, the secondary body of work lent itself more to book form. As such, I experimented with book and magazine formats as possible presentation methods. A pdf version of a preliminary book dummy is included in the supporting documents.

Total Hours spent on Objective #3: 127.5 Hours

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:
During this sabbatical period, I was able to learn several new techniques and processes that I intend to implement in my classes and in future curriculum. For many years, and particularly post-pandemic, students have been increasingly interested in analogue, hand-made work. The processes I learned through workshops included: instant film emulsion lifts, a method manipulating the emulsion on an instant photograph to transfer it onto a separate surface, RA-4 reversal, which creates direct color positive prints without the need for a color darkroom, and traditional color darkroom printing. Students enrolled in my darkroom classes as well as our digital course will benefit from these new skills.

The second and third SLOs across almost every course in the photography curriculum state: "Students will be able to identify major movements and/or artists working in the photographic medium" and "Students will be able to convey ideas and concepts about artwork."

Successful teaching requires continuous learning on the part of the instructor. During this sabbatical, I used this time to see as much art as possible. I attended art fairs (Paris Photo, Paris Print) and saw dozens of museum and gallery exhibitions. I attended many gallery openings, artist talks, and round-table discussions, and visited numerous artist studios, ateliers, and arts organizations. This expanded knowledge of the larger contemporary art world will benefit my students through lectures and discussions. Photography is one of the most universal of languages; we communicate through images more and more. Being able to present more global perspectives in my classroom, and to examine diverse viewpoints within our shifting cultural landscape, will enrich the educational experience of our students.

Impact on the Department:

The ART Department has been reviewing and revising curriculum to better meet student needs. I am returning from this sabbatical with the goal of re-evaluating the photo curriculum, an area long overdue for an update. I feel I can now effectively revise my curriculum, given the distance and perspective I've gained during this break from teaching. In addition to the direct impact on my students, the department will also benefit from the time I've spent learning about art from a more global scope, including raising awareness of many artists and institutions outside of the US. My professional development also has the potential to impact our courses focusing on professional practices, both ART 295, Visual Art and Professional Practice, as well as ART 253, Applied Digital Photography.

Impact on College and/or Community:

I was inspired by so many of the organizations I encountered during this sabbatical. Artist Brendan Barry's non-profit, Positive Light Projects, has extensive experience in community events and projects, and provided me valuable insight for incorporating some of these approaches to our program. During time in Paris, familiarizing myself with a range of institutions allowed me to improve upon the scope of the study abroad class I co-taught with Prof. David Parker this past Summer 2026 term.

As a studio art faculty, part of my job is to maintain currency in my field with an active creative practice. Making and exhibiting work, along with presenting and publishing, are all ways I can contribute to MiraCosta's mission and raise the visibility of our institution. I've already participated in an international residency at Venezia Contemporanea in Venice, Italy, in January 2026, and I will be exhibiting with a New York gallery, Gallery Palindroma, beginning with a group show this month and a solo exhibition next year. I will continue to pursue exhibition and publication opportunities with this new body of work.

Impact on Professional Growth:

This is the first sabbatical of my professional career. After the pandemic and a period serving as department chair, my creative practice desperately needed a reboot. This time has been invaluable to re-establishing my studio practice. The research in preparing for my project, the extended time to make photographs and to follow where new inspiration led, and the exposure to a variety of new processes and ways of thinking about art have been enormously positive for my professional growth. I return to MiraCosta this semester with a renewed sense of purpose and motivation, and I am confident this will help me become a more effective colleague and instructor than ever before.

PART V: Deliverables, Documentation and Permissions

A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, curriculum materials, toolkit, article title, creative work titles, number of recordings, etc. List the titles or descriptions of your deliverables below (you will provide the link to access them in Section B below).

Deliverables:

- Log of Hours
- Log of Site Visits
- Bibliography
- List of classes / workshops

- Documentation for Photo Litho printing process
- Documentation for RA-4 process workshop
- Portfolio of images + project statement
- Sample images of print versions
- Book dummy pdf of secondary project

B. Place all of the deliverables listed in Section A, along with your Log of Activities with hours, into a single shared folder. Do not link individual files, put all files inside a folder. Set the folder permissions to "Anyone with the link can view." Below in permissions, you may choose who may view this folder.

☐ **Option 1:** Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public. If you chose to make your deliverables public enter the link here.

☑ **Option 2:** No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee. If you chose to keep them private email the link to the Administrative Assistant and the Chair of the Sabbatical Leave Committee.

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: 635.5 Hours

PART VIII – Certification



Signature: Lauren Greenwald Date: September 10, 2026

SABBATICAL LEAVE REPORT

Sabbatical Year: Spring 2026
Semester Returned: Fall 2026

Submission Instructions

- ☑ Complete all sections by replacing all “[Enter here]” with your information and clicking on any check boxes (please do not add highlighting). If there were more than 3 objectives, please copy/paste the same structure from objective 1 and add more.
- ☑ 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: Richard Ma
Department: Library
Title: Librarian
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:
Instructional videos are a vital component of learning, providing flexible and engaging ways to convey information. They offer visual and auditory learning opportunities, catering to diverse learning styles and reinforcing complex concepts. Additionally, videos can be accessed on-demand, allowing students to learn at their own pace and revisit material as needed.

This sabbatical will focus on researching and evaluating video editing tools and software, conducting a literature review on the efficacy of using videos in learning, and analyzing videos to identify best practices for creating content that enhances students' understanding of information literacy. Additionally,

this sabbatical will be dedicated to creating a series of information literacy videos that students can access at their convenience. These videos will be made available for the library department to integrate into existing platforms such as our website, LibGuides (course guides), and LibChat (chat service). The videos will also be shared with faculty and reside under a Creative Commons license for anyone to access freely.

PART III: Objectives and Activities

Objective #1: Conduct a focused review of resources related to video production. This will include exploring video editing tools and software, conducting a literature review on the use of videos in education, and analyzing videos created by others to identify effective techniques in video production and presentation.

Activities: List the activities you completed to achieve this objective, including readings, site visits, training, consultations, and similar tasks. If your activities changed from what you outlined in your application, simply report what you actually did. Be specific and concise. One sentence per activity is sufficient.

The first task was the literature review. I relied not only on scholarly sources but also on sources from teaching centers and tech sites since the latter two provided methodology that I could learn from and adopt for creating the instructional videos.

Complementing the literature review is a short spreadsheet that lists some effective strategies for video production, drawn from the suggestions offered by the various authors.

In addition, I reviewed a handful of existing information literacy videos. The pros and cons table found after each entry of the video review served as an ongoing cheat sheet (quick-reference guide) for me to use as I embarked on developing my information literacy videos.

Lastly, I reviewed and explored video production software and tools to see which would be the most effective and efficient to use. I surveyed a range of video production, screen capture, and text-to-speech tools, with particular attention to ease of use, functionality, and pedagogical fit.

During my review of existing information literacy videos, I noticed that some used AI voices for their narration. I devoted some time to researching this since I immediately recognized this would greatly benefit me during this stage of video editing.

Total Hours spent on Objective #1: 294

Objective #2: Create a variety of information literacy videos that can be utilized by the library (on our website, in library course guides, during live library chat sessions); classroom faculty (standalone links or embedded into Canvas courses); and community partners (K-12, other colleges). These videos will serve as instructional tools, providing foundational knowledge on

information literacy concepts. Selecting relevant topics on information literacy will precede the development of these videos.

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

I initiated the process of developing a list of videos to create by looking at a handful of college library websites with information literacy tutorials and identified gaps in our LIBR 101 course to fill with potential videos.

Once I felt I had a solid list, I created a “video bumper” (animated brand identifier) that featured a reference to MiraCosta College Library, which I placed at the end of all the videos I created.

With these components in place, I developed 30 information literacy videos, uploaded them to YouTube (Link: https://www.youtube.com/@MCCLib2026), uploaded some to my Library 101 course in Canvas, and created a library guide to house them (Link: https://library.miracosta.edu/sabbatical2026).

Total Hours spent on Objective #2: 307

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:

Students: One of the benefits to students is that the instructional videos allow for “micro-learning.” Since each piece is no longer than 3 minutes and 30 seconds (many averaging just above 2 minutes), the concepts presented are scaffolded into easy-to-understand segments. If a student wants to learn more about scholarly versus popular sources, they can access those two videos and ignore the others. There is no need for them to “waste” time viewing everything. With the shorter content, students can view and review, pause, reverse, and fast-forward without major interruption to their workflow. Students can watch a video and immediately apply what they learn to an active task, such as selecting sources, refining a topic, or building a reference list, which reduces trial-and-error during the research process. The immediate application to their assignments and task at hand is valuable.

This flexibility, along with the closed captioning for accessibility, accommodates diverse learning styles. Moreover, videos support learners who benefit from visual demonstrations, structured explanations, and repeated exposure. The lack of text-heavy content can also be an appealing angle for a subset of learners.

Our college emphasizes the importance of academic support, and these learning objects can be accessed anytime, anywhere, providing students with continuous learning opportunities. Their “24/7 nature” makes them ideal and levels the playing field for all students, whether they are taking classes on campus or remotely. Though our library already offers 24/7 chat reference, the videos add another layer of access to library instruction in a low-stakes, self-paced environment. This can reduce frustration during research. When students face obstacles, such as not knowing how to refine a topic or what peer-reviewed sources really mean, they can access these videos for short explanations, helping them move forward.

Beyond their immediate academic value, these instructional resources teach transferable research and evaluation skills that students can apply in future coursework, careers, and everyday information-seeking contexts. And because of the archival nature of media, students who graduate from MiraCosta can still access them. Likewise, these videos have the potential to increase student confidence in using library resources and conducting research. Understanding how databases, search strategies, and filters work helps students feel more capable.

An important feature is their scalability and sustainability. The videos can serve thousands of students with minimal ongoing maintenance. Updates can be made as needed, making this a cost-effective and sustainable instructional resource for the college. For newer students, exposure to college-level research skills through these resources gets them ready for classes that have a research component.

Department: The Library Department’s SAO 1 on Instruction (As a result of library instruction, e.g., reference interactions, research orientations, and workshops, students will locate relevant sources of information to accomplish a stated information need) and SAO 2 on Resources (All students will have ample access to library information and technological resources, both in the library and online, that support and supplement the college curriculum, course assignments, student success, and lifelong learning) are addressed in this sabbatical project. The focus on information literacy and the accompanying instructional content align well with the two SAOs.

Since librarians routinely create guides specific to a class when providing orientations, these videos can be embedded into the guides, making them more engaging. More importantly, these learning objects can help teach concepts that may not be covered during an orientation session, especially if other, equally important concepts need to be introduced. Likewise, students who seek assistance at the reference desk can be provided with a link to these on-demand instructional resources for reinforcement of concepts introduced. For instance, if a librarian shows a student how to use advanced search strategies employing Boolean operators, the tutorial on this very topic can be sent to the student's email to further teach the search strategy. This scenario illustrates effective use of both the librarian's and the student's time.

The videos can be incorporated to supplement chat sessions, especially to introduce key concepts or help students retain information discussed in the chat. These asynchronous learning materials can serve as a springboard beyond the chat and potentially help students better navigate the library's resources afterward.

These instructional videos have also been incorporated into the library's credit courses for Fall 2026 to enhance the content taught to students and provide an additional way to explain concepts: they supplement the text-based lectures. Based on previous LIBR 101 course surveys, students have requested more multimedia learning materials to assist in their learning.

Lastly, educational media can be featured on the library's web page and social media outreach, making them a valuable resource to a wider audience (students, staff, and the community). These methods of using instructional resources are all potential outreach points for the department. Incorporating these videos into various contexts can help the department provide information more effectively, engage users more effectively, and cater to different learning preferences.

College: One of MiraCosta's Core Competencies, specifically within the realm of Intellectual and Practical Skills, includes Information Literacy. This competency represents a vital learning outcome that students are expected to develop during their time at MiraCosta. The information literacy videos are designed to bolster students' skills in this critical area, providing them with the preliminary tools necessary to navigate the complex information landscape of the twenty-first century.

An added benefit is that these learning objects are aligned with Guided Pathways. They provide clear, standardized instruction that ensures every student, regardless of their intended major or course of study, receives the same foundational information literacy skills.

Because these resources are short and modular, faculty can embed these videos into their learning management systems, such as Canvas, to supplement their lectures or assignments. Ideally, the department would prefer faculty to schedule on-campus or online library orientations to help students understand the services and resources available to them. However, this preference may not always work for some faculty, so having a menu of information literacy videos that faculty can choose from can be helpful, allowing the delivery of instruction to occur at the point of need.

Likewise, for faculty who do incorporate library orientations into their curriculum, these resources can complement and reinforce key concepts. Not all students may fully grasp what is taught the first time, and these learning objects can be viewed and reviewed countless times without foreseeable issues.

Though we have mostly left the pandemic behind, remote learning continues to be a popular option for our students, as evidenced by the increasing number of online and hybrid courses offered at MiraCosta. These information literacy videos allow the library department to offer a consistent resource that all students can access anytime and anywhere. This flexibility aids the college in meeting equal access standards, as outlined in accreditation requirements.

Community: Our partners in the community can currently access some of our library resources, and these information literacy videos would be another such resource available for free. In fact, for some previously created content, other colleges and K–12 schools have used these resources for their own instruction. For example, our exhibit guide on Japanese Internment has been accessed thousands of times. Openly sharing instructional materials reinforces the library's role as a collaborative, service-oriented institution, rather than a closed academic silo.

I also plan to share these learning objects with the head of the library division at SDCOE, who has in the past shared our library's work with K–12 schools in the county. Further, the same will be done with our community college partners in the San Diego County region, with full rights to modify and use the resources as they see fit.

Sharing our videos with the community also benefits us by raising the college's profile. At the same time, it allows us to use resources created by others, making the exchange mutually beneficial. Additionally, a potential benefit is future collaboration with community partners in developing additional resources for all partners to use, saving time and money for everyone.

PART V: Deliverables, Documentation and Permissions

A. List the materials you are providing the SLC that serve as evidence of your sabbatical work and outcomes. Examples: annotated bibliography, curriculum materials, toolkit, article title, creative work titles, number of recordings, etc. List the titles or descriptions of your deliverables below (you will provide the link to access them in Section B below).
Deliverables:

1. Richard Ma-2026 **Literature Review**
2. Richard Ma-2026 **Instructional Video Review**
3. Richard Ma-2026 **Effective Video Production Ideas (Personal List)**
4. Richard Ma-2026 **Video Production Software and Tools Review**
5. Richard Ma-2026 **LibGuides Upload Screenshot**
6. Richard Ma-2026 **Sabbatical Hours Log**

B. Place all of the deliverables listed in Section A, along with your Log of Activities with hours, into a single shared folder. Do not link individual files, put all files inside a folder. Set the folder permissions to "Anyone with the link can view." Below in permissions, you may choose who may

view this folder.

☐ **Option 1:** Yes – I consent to make my deliverables folder available to the Academic Senate, Superintendent/President, Board, and the public. If you chose to make your deliverables public enter the link here.

☑ **Option 2:** No – I request that access be limited to an ad hoc task force of the Sabbatical Leave Committee. If you chose to keep them private email the link to the Administrative Assistant and the Chair of the Sabbatical Leave Committee.

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: 601

PART VIII – Certification

Signature:  Date: 10-06-2026

APPLICATION FOR SABBATICAL LEAVE [Spring 2028]

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☑ Read the Sabbatical Leave Handbook (linked on the SLC Website).
- ☑ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☑ Complete and sign the Application Signature Page and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: Allison Perkins, PhD, APRN, ACNS-BC
Department: Nursing & Allied Health
Title: Full time 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)

Full-time Hire Date (Semester & Year): Fall 2020
Date of Proposed Return to Full-time Service: Summer 2028
Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
- ☑ Self-Directed Studies

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.
Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.
Abstract:

The primary purpose of my sabbatical is to comprehensively revise the Licensed Vocational Nursing (LVN) curriculum, which has not undergone a major update in more than 20 years. The current curriculum does not fully reflect today's healthcare environment, evolving patient needs, advances in technology, evidence-based practice, or the expectations of contemporary nursing education.

To accomplish this goal, I will conduct a comprehensive curriculum review, analyze current industry standards and regulatory requirements, benchmark successful LVN programs, consult with healthcare partners and stakeholders, and develop updated course content, learning activities, and assessment strategies.

The sabbatical will produce a revised LVN curriculum framework, updated course outlines, enhanced learning materials, and recommendations for implementation that align with current healthcare practices and student learning needs.

These outcomes will better prepare students for success in modern healthcare settings, improve program relevance and student engagement, strengthen alignment with workforce demands, and support the department's commitment to providing high-quality nursing education. Ultimately, the revised curriculum will benefit students, faculty, healthcare employers, and the college by ensuring graduates are well-equipped to meet the challenges of today's healthcare environment.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.
What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop…”, “To research…”, or “To create…” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Activities:
List the key activities you will complete to achieve this objective, including tasks such as readings, site visits, training, or consultations. Be specific enough that a reader unfamiliar with your project can understand what you will actually do. Avoid generic entries like "research AI" or "review literature." Instead, briefly describe what you will research, read, visit, or produce (e.g., "Review peer-reviewed studies on AI-generated feedback in writing instruction" or "Complete a 40-hour certification course in UX design through [platform]"). One sentence per activity is sufficient; the goal is clarity and specificity, not length.

Objective 1

Objective Statement: **Conduct a comprehensive review of the current LVN MiraCosta curriculum**.

1. Analyze existing course outlines, program outcomes, and instructional materials.
2. Compare the current curriculum with contemporary LVN program standards, state requirements, and accreditation expectations.
3. Review current nursing education literature and best practices to identify content gaps and areas for revision.

Estimated Hours: 150 hours

Objective 2 **Develop updated curriculum content and course materials based on findings from objective #1.**

1. Revise course outlines, learning objectives, and instructional content to reflect current healthcare practices.
2. Integrate contemporary topics such as patient-centered care, technology in healthcare, evidence-based practice, cultural competence, and clinical judgment.
3. Create updated learning activities, assignments, and assessment tools aligned with revised course outcomes.

Estimated Hours: 300 hours

Objective 3 : **Create a Curriculum Implementation Plan**

1. Organize revised curriculum documents into a cohesive program framework.
2. Seek feedback from faculty, clinical partners, and nursing education stakeholders on proposed revisions.
3. Develop recommendations, timelines, and supporting resources for implementation of the revised curriculum.
4. Apply for approval from the BVN-PT for implementation of updated curriculum.

Estimated Hours: 150 hours

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:
a) Students
b) Department
c) College and/or community
d) Your own professional growth
When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.
Response:

The proposed sabbatical project will result in a comprehensive revision of the Licensed Vocational Nursing (LVN) curriculum to ensure that program content, learning experiences, and course outcomes align with contemporary healthcare practice and current nursing education standards. This project will positively impact students, the department, the college and community, and my own professional development.

a) Students

Students will benefit from a curriculum that more accurately reflects the realities of today's healthcare environment. The revised curriculum will incorporate current evidence-based practices, advances in healthcare technology, patient-centered care principles, cultural competence, and clinical judgment skills that are essential for today's vocational nurses. Updated learning activities and assessments will provide students with relevant educational experiences that better prepare them for licensure, clinical practice, and lifelong learning. By aligning instruction with the knowledge and skills expected of entry-level nurses, students will graduate with a stronger foundation for success in both academic and professional settings.

b) Department

The Nursing Department will benefit from a modernized curriculum that is current, cohesive, and aligned with industry expectations. The curriculum revision process will provide updated course outlines, learning outcomes, instructional resources, and assessment strategies that can be used consistently across the program. The project will also support ongoing program evaluation and continuous improvement efforts by ensuring that curriculum content reflects current standards of nursing practice. Additionally, the revised curriculum will serve as a resource for faculty, promoting consistency in course delivery and supporting future curriculum development initiatives.

c) College and/or Community

The college will benefit from offering an LVN program that is responsive to evolving workforce needs and healthcare trends. A contemporary curriculum demonstrates the institution's commitment to academic excellence, student success, and workforce preparation. The healthcare community will benefit from graduates who are better prepared to meet the demands of modern clinical settings and provide safe, effective patient care. Strengthening the alignment between educational preparation and workforce expectations can also

enhance partnerships between the college and local healthcare agencies that rely on well-prepared entry-level nurses.

d) Professional Growth

This sabbatical will provide an opportunity to engage in a comprehensive review of current nursing education practices, regulatory requirements, and emerging healthcare trends. Through research, collaboration with stakeholders, and curriculum development activities, I will deepen my knowledge of curriculum design, instructional strategies, and program assessment. The experience will strengthen my ability to lead future curriculum initiatives, mentor colleagues, and contribute to continuous program improvement. Ultimately, the sabbatical will enhance my effectiveness as a nursing educator and instructional leader while supporting the long-term advancement of the LVN program.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.
Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables:

The following materials will serve as evidence of work completed and outcomes achieved during the sabbatical:

1. Sabbatical Activity Log: Detailed log documenting activities completed, dates, and hours devoted to curriculum review, research, curriculum development, stakeholder consultation, and preparation of final products.

2. Curriculum Review and Literature Search findings: Summary of findings from the review of the existing LVN curriculum, current nursing education literature, regulatory requirements, and benchmarking of comparable LVN programs. An Annotated bibliography of key resources used during the project.

3. Revised LVN Curriculum Framework: Updated program philosophy, student learning outcomes, curriculum sequencing, and alignment with current nursing practice standards.

4. Updated Course Outlines and Curriculum Documents: Revised course objectives, student learning outcomes, course content, learning activities, and assessment methods for LVN courses.

5. Stakeholder Feedback Summary: Documentation of input and recommendations gathered from faculty, clinical partners, and nursing education stakeholders during the revision process.

6. Final Sabbatical Report: Comprehensive report summarizing project activities, accomplishments, deliverables, findings, and recommendations for curriculum implementation and future program development.

7. Faculty Presentation: Presentation and supporting materials shared with the Nursing Department outlining the curriculum revisions and proposed implementation plan.

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).
The following cannot be counted toward sabbatical hours:

- 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 Estimated Hours: 590 hours

Activity	Estimated Hours
Review current curriculum and course materials	50
Literature review and annotated bibliography	70
Review regulatory standards and comparable LVN programs	50
Meetings with faculty, clinical partners, and stakeholders	70
Revision of program outcomes and curriculum framework	80
Revision of course outlines and objectives	120
Development of learning activities and assessments	100

BVN-PT curriculum approval preparation	50
Total	**590 hours**

PART VII: Certification

Signature: _Allison K. Perkins_____ Date: _____9/14/26_____

APPLICATION FOR SABBATICAL LEAVE 2028

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
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3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
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5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

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- ☑ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☐ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☐ Complete and sign the Application Signature Page and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: curry mitchell
Department: Letters
Title: 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)

Full-time Hire Date (Semester & Year): Fall 2014
Date of Proposed Return to Full-time Service: Fall 2028
Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
- ☑ Self-Directed Studies

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.
Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.
Abstract: The purpose of my sabbatical project will be to better understand the medium and the effect of AI technologies on the reading and writing process. As a composition instructor, I see how iterations of new tools (autocorrect, Grammarly, ChatGPT) disrupt but also add resources to a student’s processes for engaging with texts and structuring expression. While I’ve continually updated instructional content, this project will allow me to develop a more comprehensive understanding of generative and agentic technologies and how to guide and support first-year college writers. To pursue this understanding, I will compile an annotated bibliography of books, articles, and other publications by discipline experts and teaching practitioners in composition studies. This will be my primary activity and deliverable. Secondarily, I will seek collegial networks by either communicating with English faculty at other CCCs or attending a conference such as the College Composition and Communication Conference where I may ask questions and glean pedagogy & practices that I intend to organize into two FLEX workshops for MiraCostans (my second deliverable). Finally, I will review instructional content in ENGL C1000 that advise on processes for reading and writing, and I will update these based on current knowledge and practice in our field.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.
What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop…”, “To research…”, or “To create…” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement: Gain currency within composition studies on the medium and effects of generative and agential writing technologies.
Activities: To meet this objective, I will develop an annotated bibliography by surveying a variety of works including books, scholarly articles, popular articles, blogs & newsletters, podcasts, and recorded lectures, interviews, and panel discussions.
Estimated Hours: 250

Objective 2 (if applicable)

Objective Statement: Participate in professional development discussions and/or workshops with composition colleagues with the intention of creating two FLEX workshops for MiraCosta faculty.
Activities: To meet this objective, I will either: reach out to colleagues in English departments at other California Community Colleges to inquire about practices, pedagogies, and policies that support ENGL C1000 students (a course that is now common in curriculum across the state via AB 1111); or I may attend one major conference, such as the College Composition and Communications Conference or Online Teaching Conference; or I may participate in an ongoing series of professional practice workshops such as those hosted by the Process Feedback Team (https://processfeedback.org/webinar) or by The Hypothesis Team (https://web.hypothes.is/events/).
Estimated Hours: 80

Objective 3 (if applicable)

Objective Statement: Review and update content in my ENGL C1000 course that offers instruction on reading and writing processes.
Activities: To meet this objective, I will identify the text, videos, and assignments that define steps, tools, and skills associated with effective reading practices and effective writing practices in ENGL C1000, onsite and online. I choose to concentrate on instruction in ENGL C1000 because of its ubiquitous role in MiraCosta students' first year experience. I will focus primarily on content that I deliver within the first unit of instruction, and secondarily on instruction delivered in later units. I will update and revise content that still holds instructional value but lacks currency, and I will develop new instructional materials to fill in gaps where my ENGL C1000 course design does not directly facilitate student decision making regarding generative and agentic productivity tools. If I meet this objective with time remaining in the total I've estimated, I will take up the same process for ENGL C1001.
Estimated Hours: 250

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:
a) Students
b) Department
c) College and/or community
d) Your own professional growth
When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.
Response:

My sabbatical project has the potential to benefit ENGL C1000 students, the composition sequence & programs within the Letters Department, and MiraCosta faculty who incorporate writing tasks in their course design.

First, my research and my collaboration with practitioner colleagues will benefit my own expertise and teaching practice as I develop a more comprehensive understanding of how the medium of generative and agentic technologies affect the reading and writing process.

I see three tracts where I want to do research and build things:

Tract 1, Gain currency in composition and rhetoric studies: Writing is a technology, and the iteration of new tools and inscription surfaces have always reshaped processes for engaging texts and structuring expression. What insights are emerging about the constraints and affordances of AI assisted reading and writing?

Tract 2, Gain currency in pedagogy and practice: As teachers, we are always asking how we design instructional content and how we can be responsive to each of our students. What promising classroom practices are emerging in both online and onsite modalities that allow us to talk with students about the tools they are using and–as Susan E. Ray puts it–"the pressures shaping their choices?"

Tract 3, Rebuild ENGL C1000 instructional content in the objective and outcome areas related to process:

- Read, analyze, and evaluate a variety of primarily non-fiction texts...
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Find, evaluate, analyze, and interpret primary and secondary sources...
- Reflect and analyze through the recursive nature of the writing process.

What changes in course design will persuade students to "develop and strengthen an effective writing process"?

By compiling an annotated bibliography of resources, by collaborating with composition colleagues who teach at other CCC institutions, by updating my own ENGL C1000 instructional materials, I will have access to resources and models that will benefit the Letters department as well as colleagues across campus who rely on reading and writing pedagogies to facilitate and assess learning.

We are all grappling with the way AI tools disrupt traditional teaching and assessment methods just as we are all grappling with the pressures to integrate AI technologies believed to be integral to future jobs. Our challenge lies in nuance: Productivity tools affect the workflow of experts and novices differently, and since a learning space is essentially a mistakes making space, it is crucial we understand when productivity tools assist a novice student striving to understand & overcome constraints and when the productivity tool circumvents those constraints and undermines the learning. As skills build and confidence increases, productivity tools afford more cognitive attention on problems and tasks that scale in complexity (from, say, spelling to syntax to structures of logic/metaphor). This is why blanket policies will not do. At one point, the generative and assistive productivity tool–like the graphing calculator–may become a resource to the skills-building novice, potentially a necessary tool. So, the question is 'when?,' and how do we design instruction that equips students to decide 'when?' for themselves?

I do not expect to complete this sabbatical project having discovered a panacea; rather, I hope to discover helpful ways to reflect on learning objectives, learning processes, and course design strategies, so I may share such approaches with colleagues and so we may take up these challenges and explore these questions together: as teachers, how to we guide students in their decision-making as they confront the constraints of knowing a thing, expressing a thing, and effectively sharing what they know with others, such that it is safe to make mistakes in the process and so the outcome is gains in knowledge, skills, and abilities?

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.

Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables: My deliverables will be an annotated bibliography, two FLEX workshops (one designed for my department and one designed for MiraCosta classroom faculty), and updated content delivered in ENGL C1000's first unit of instruction that I will make viewable to colleagues.

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).

The following cannot be counted toward sabbatical hours:

- 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 Estimated Hours: 580

PART VII: Certification

Signature:  Date: 9-15-2026

APPLICATION FOR SABBATICAL LEAVE - Fall 2027

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☑ Read the Sabbatical Leave Handbook (linked on the SLC Website).
- ☑ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☑ Complete and sign the Application Signature Page and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: Dominique Ingato
Department: Biotechnology
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)

Full-time Hire Date (Semester & Year): Fall 2018
Date of Proposed Return to Full-time Service: Spring 2028
Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
- ☑ Self-Directed Studies

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.
Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.
Abstract:

This sabbatical project will involve development of new, industry-aligned curriculum to strengthen the Biomanufacturing Bachelor’s Degree Program by integrating advanced chemistry concepts with biotechnology applications. The project addresses curriculum gaps identified by the program's industry advisory board. During the sabbatical, I will collaborate closely with industry advisors to develop lecture materials, laboratory activities, assessments, etc. that emphasize the principles underlying oligonucleotide therapeutics and nanoparticle-based drug delivery systems. The resulting curriculum will enhance student learning, strengthen alignment between the program and workforce needs, and better prepare graduates for careers in the rapidly evolving biotechnology industry.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.
What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop…”, “To research…”, or “To create…” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement: To develop an industry-aligned curriculum outline focused on the chemistry and biotechnology applications of oligonucleotide therapeutics and nanoparticle-based drug delivery systems

Activities:
List the key activities you will complete to achieve this objective, including tasks such as readings, site visits, training, or consultations. Be specific enough that a reader unfamiliar with your project can understand what you will actually do. Avoid generic entries like "research AI" or "review literature." Instead, briefly describe what you will research, read, visit, or produce (e.g., "Review peer-reviewed studies on AI-generated feedback in writing instruction" or "Complete a 40-hour certification course in UX design through [platform]"). One sentence per activity is sufficient; the goal is clarity and specificity, not length.

- Consult with our department's industry advisory board members and regional biotechnology employers to identify workforce needs and curriculum gaps related to emerging therapeutic platforms, including nucleic acid-based therapies, lipid nanoparticles, and other advanced drug delivery technologies.
- Review current scientific literature and industry white papers related to the development, manufacturing, and characterization of oligonucleotide therapeutics and nanoparticle-based drug delivery systems.
- Review existing upper-division biotechnology, biochemistry, chemical biology, and pharmaceutical science curricula from other institutions to identify effective approaches for teaching emerging therapeutic technologies.

Estimated Hours: I plan to spend 250 hours on this objective. I will record my time spent on this objective in a spreadsheet that will be shared with SLC.

Objective 2

Objective Statement: To develop instructional materials and applied laboratory experiments that translate modern biotechnology chemistry concepts into an industry-relevant learning experience for biomanufacturing students.

Activities:
List the key activities you will complete to achieve this objective, including tasks such as readings, site visits, training, or consultations. Be specific enough that a reader unfamiliar with your project can understand what you will actually do. Avoid generic entries like "research AI" or "review literature." Instead, briefly describe what you will research, read, visit, or produce (e.g., "Review peer-reviewed studies on AI-generated feedback in writing instruction" or "Complete a 40-hour certification course in UX design through [platform]"). One sentence per activity is sufficient; the goal is clarity and specificity, not length.

- Develop lecture modules, presentations, and supporting materials that integrate chemistry concepts with biotechnology applications and current biopharmaceutical development practices.
- Develop laboratory protocols, instructional guides, safety considerations, student worksheets, and assessment tools to support implementation of oligonucleotide therapeutics and nanoparticle-based drug delivery systems laboratory experiences.
- Seek feedback from industry advisors and biotechnology faculty colleagues to refine curriculum materials and ensure relevance, accuracy, and workforce alignment.

Estimated Hours: I plan to spend 400 hours on this objective. I will record my time spent on this objective in a spreadsheet that will be shared with SLC.

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:
a) Students
b) Department
c) College and/or community
d) Your own professional growth

When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.
Response:

The proposed sabbatical project will contribute to the continued growth and innovation of MiraCosta College's Bachelor of Science in Biomanufacturing program by developing industry-aligned curriculum focused on emerging therapeutic technologies, including oligonucleotide therapeutics and nanoparticle-based drug delivery systems. As the biotechnology industry rapidly advances, students need educational experiences that connect foundational scientific principles with the technologies and processes used in modern biopharmaceutical development. This project will address identified curriculum gaps by incorporating current industry needs into the design of new instructional materials and laboratory experiences.

Students:
The primary beneficiaries of this project will be current and future Biomanufacturing students who will gain access to curriculum that reflects the evolving needs of the biotechnology workforce. The development of applied laboratory activities, case studies, and assessments will provide students with opportunities to practice industry-relevant problem solving and strengthen their preparation for careers in biomanufacturing. This curriculum will help bridge the gap between traditional academic preparation and the interdisciplinary knowledge expected of biotechnology professionals.

Department:
The project will strengthen the Biomanufacturing program by expanding its curriculum offerings and ensuring that coursework remains aligned with industry expectations. Through collaboration with industry advisors and incorporation of workforce competency recommendations, the resulting materials will provide a foundation for continued program improvement and innovation. The curriculum resources developed through this sabbatical will support future course implementation, provide opportunities for integration across the program, and enhance the department's ability to prepare students for careers in a rapidly changing biotechnology landscape.

College and Community:
This project supports MiraCosta College's mission to provide innovative, workforce-relevant education that meets regional economic needs. The biotechnology industry is a significant and growing sector in Southern California, and employers require graduates with current technical knowledge and practical skills. By developing curriculum informed directly by industry partners, this project will strengthen the connection between higher education and the regional biotechnology workforce. The resulting resources may also serve as a model for future curriculum development efforts and contribute to broader biotechnology education initiatives.

Professional Growth:
This sabbatical will provide an opportunity to deepen my expertise in emerging biotechnology applications and advance my ability to translate rapidly evolving scientific developments into effective educational experiences. Through engagement with industry partners, review of current scientific literature, and development of innovative instructional materials, I will strengthen my skills in curriculum design, workforce alignment, and biotechnology education. The knowledge and resources gained through this project will directly enhance my teaching effectiveness and allow me to continue contributing to the growth and success of MiraCosta College's Biomanufacturing program.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.
Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables:

The following materials and products will serve as evidence of the work completed and outcomes achieved through this sabbatical project:

- **Sabbatical activity log with hours completed** documenting project activities, including industry consultations, literature review, curriculum development, laboratory design, and creation of instructional resources.
- **Industry consultation, summary report** documenting feedback and recommendations from biotechnology industry advisors regarding workforce needs, curriculum gaps, and alignment with emerging biotechnology applications.
- **Industry-aligned curriculum outline** focusing on current gaps related to emerging therapeutic platforms, including nucleic acid-based therapies, lipid nanoparticles, and other advanced drug delivery technologies.
- **Instructional modules and teaching materials** including lecture content, presentations, student learning resources, case studies, and applied learning activities focused on oligonucleotide therapeutics, nanoparticle-based drug delivery systems, and related biotechnology applications.
- **Laboratory activities and supporting materials** including laboratory protocols tools for approximately three inquiry-based laboratory experiences.
- **Final curriculum development report** summarizing the sabbatical process, completed deliverables, industry alignment, and recommendations for implementation within the Biomanufacturing bachelor's degree program.

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).
The following cannot be counted toward sabbatical hours:

- 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 Estimated Hours: 650 hours total from Objectives 1 & 2

PART VII: Certification

Signature: Dominique Ingato Date: 8/4/26

APPLICATION FOR SABBATICAL LEAVE [2027]

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☑ Read the Sabbatical Leave Handbook (linked on the SLC Website).
- ☑ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☑ Complete and sign the Application Signature Page and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: [Eric Snortum]
Department: [Physical Sciences]
Title: [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)

Full-time Hire Date (Semester & Year): [Fall 2021]
Date of Proposed Return to Full-time Service: [Fall 2028]
Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
- ☑ Self-Directed Studies

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.
Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.

Abstract: This sabbatical project will create a comprehensive library of original underwater and coastal instructional videos that document marine environments in Southern California and selected tropical locations. Through free diving, underwater videography, and field filming of coastal processes, I will capture authentic examples of oceanographic concepts that are difficult to convey through traditional lectures or commercially available media. These videos will be integrated into OCEA 101 and future oceanography courses to provide students with engaging, place-based learning experiences that connect scientific concepts to real-world environments. The completed video library will serve as a long-term instructional resource for students, departmental colleagues, and the college while strengthening ocean literacy and supporting sustainability education.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.
What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop…”, “To research…”, or “To create…” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

To develop a comprehensive collection of original underwater and coastal video footage that illustrates major oceanographic concepts relevant to OCEA 101.

Activities:

- Identify the oceanographic topics and field locations that best align with the OCEA 101 Student Learning Outcomes.
- Conduct free diving expeditions in Southern California and selected tropical marine environments, such as French Polynesia, Hawaii, Australia, Mexico, and Sri Lanka, to capture high-quality underwater video of marine habitats, geological features, and ocean processes.
- Film coastal locations that demonstrate wave dynamics, tides, shoreline processes, and other physical oceanographic phenomena.

- Maintain field notes documenting locations, environmental conditions, and the oceanographic concepts represented in each recording.

Estimated Hours: [250 hours]

Objective 2

To produce an organized library of instructional videos that communicate key oceanographic concepts through original field footage.

Activities:

- Review and catalog all recorded footage to identify the strongest examples of oceanographic processes and ecosystems.
- Edit videos using Adobe Premier or another professional video-editing software to create concise instructional segments organized by course topic.
- Record narration and develop graphics, labels, and annotations that explain the scientific concepts illustrated in each video.
- Create accurate captions and transcripts to ensure all instructional media meet accessibility standards.

Estimated Hours: [260 hours]

Objective 3

To develop a reusable instructional media library that can be integrated into OCEA 101 Lecture and shared with departmental colleagues for future instructional use.

Activities:

- Organize completed videos into a searchable digital library aligned with OCEA 101 topics, such as marine life forms including benthic, pelagic, and nektonic, as well as coastal processes including waves, tides, marine sediments, and erosion.
- Integrate selected videos into OCEA 101 course modules.
- Share the completed media library and supporting documentation with departmental faculty for use in future oceanography instruction.

Estimated Hours: [90 hours]

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:
a) Students
b) Department
c) College and/or community
d) Your own professional growth
When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.
Response:

This sabbatical project will significantly enhance student learning by creating an original library of underwater and coastal instructional videos that bring oceanographic concepts to life through authentic field experiences. Filmed while free diving in Southern California and selected tropical marine environments, as well as at local coastal locations, these videos will allow students to observe geological, physical, and biological oceanographic processes that are often difficult to visualize through static images or textbook diagrams. Incorporating original footage into OCEA 101 will create more engaging, place-based learning experiences that support diverse learning styles and improve accessibility by pairing visuals with narration and captioning. These resources will directly support the course Student Learning Outcomes by helping students visualize seafloor features formed by plate tectonics (SLO 1), observe the interactions between the ocean and atmosphere that influence circulation patterns (SLO 2), and examine waves, tides, and coastal processes in real-world settings (SLO 3).

Within the department, this project will produce a unique collection of locally relevant instructional media that can be incorporated into multiple oceanography and Earth science courses. Because the footage will be original, faculty will have access to resources that reflect the environments students experience along the Southern California coast rather than relying exclusively on generic commercial videos. The media library could also support future curriculum development, laboratory activities, outreach presentations, and online instruction, providing lasting value beyond a single course.

The project also contributes to the college's mission by promoting experiential, place-based education that increases ocean literacy and environmental awareness. As climate change, coastal resilience, and marine conservation become increasingly important societal issues, students benefit from learning through authentic examples that demonstrate the dynamic nature of ocean systems. The videos will provide accessible learning resources that can be used across instructional modalities, increasing educational equity for students who may never have the opportunity to explore underwater environments firsthand. By connecting local marine ecosystems with broader global ocean processes, the project also supports the college's commitment to sustainability, environmental stewardship, and community engagement.

Professionally, this sabbatical will expand my expertise in underwater videography, scientific storytelling, and the development of original educational media. It will allow me to combine my experience as an oceanography instructor and diver to create resources that are both academically rigorous and visually compelling. The resulting video library will become a sustainable instructional resource that can be updated and expanded over time, enhancing my teaching while providing valuable materials for colleagues and future students. More broadly, the project represents an investment in innovative, high-quality science education that will continue to benefit the department for years beyond the sabbatical period.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.
Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables:

- Log of activities with hours

- A comprehensive digital library of original underwater and coastal instructional videos filmed in Southern California and selected tropical marine environments.
- New Modules

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).
The following cannot be counted toward sabbatical hours:

- 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 Estimated Hours: 600 hours

PART VII: Certification

Signature: ___Eric Snortum_____ Date: _____7/8/2026_____

APPLICATION FOR SABBATICAL LEAVE 2028

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☑ Read the Sabbatical Leave Handbook (linked on the SLC Website).
- ☑ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☑ Complete and sign the Application Signature Page and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: John Kirwan
Department: Letters
Title: Instructor of English
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)

Full-time Hire Date (Semester & Year): Fall 1997
Date of Proposed Return to Full-time Service: Fall 2028
Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
- ☑ Self-Directed Studies

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.
Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.

Abstract:

For my sabbatical, I intend to study French culture and its language, developing my reading, writing and speaking skills. I plan to study the French language for the first half of the semester, while reading works of French literature and watching French-language cinema. In the latter half of the semester I intend to travel to France to participate in an immersion program followed by a pilgrimage along a historic walking route. It’s my experience that walking through a country is the best way to experience a culture intimately. However, should unforeseen circumstances prevent travel, I propose as an alternative to the pilgrimage an agenda for studying French culture through its culinary arts. My goal in the sabbatical is ultimately to take what I learn to enrich the curriculum of the courses that I teach where French literature and culture is part of the curriculum, notably my World Literature and Humanities courses for which I will develop lesson plans. Beyond my classes, developing French language competency promises to open doors of opportunity for me professionally whether that is leading a Study Abroad program in Paris or participating in local immigrant and refugee advocacy programs where French speakers are in great demand.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.
What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop…”, “To research…”, or “To create…” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement:
To study the French language

Activities:

a)Study French through participation in continuing education courses such as

- MiraCosta’s Community Education French Conversation course (6-8 weeks)

- UCSD's Extension program (Jan 3- March 27, 2028) in French Conversation
- Comme Une Francaise: online French conversation groups.
- French immersion programs like Ecole de Trois Pont

b)Keep a portfolio of course/program notes and written work.

c) Use textbooks for development of grammar, usage, and vocabulary, such as:
- *Vis-a-Vis: Beginning French* by Amon, Muyskens and Hadley

Estimated Hours: 200 hours

Objective 2 (if applicable)

To study French literature and film

Activities:

a)Read works of literature in French such as:
- *Le Petite Prince* by Antoine de Saint-Exupéry
- *La Gloire de Mon Pere* by Marcel Pagnol
- *L'Etranger* by Albert Camus
- A play by Moliere

b)Subscribe to *Le Monde* to read daily

c)Watch French-language cinema (from France and the francophone world) and programming, such as:

- Grigris (Chad, 2013)
- La Bataille d'Algiers (France/Algeria, 1966)
- La Noire de … (Senegal, 1966)
- Les Intoucables (France, 2011)
- Seraphine (France, 2008)
- Lupin (Streaming series)
- Astrid (Streaming series)

d)Listen to French Podcasts such as:
- *Slow French*
- *Duolingo French Podcast*

e)Write regularly in French with a journal reflecting on literature, cinema and podcasts

f) Create lesson plans for World Literature courses

Estimated hours: 200 hours

Objective 3 (if applicable)

To study France and its culture through travel along a historic route

a) Walk a historic route such as:

- The Via Podiensis (famous medieval pilgrimage) from Le Puy-en-Velay to St Jean Pied de Port (750 kilometers)
- Le Chemin de Stevenson (route taken by Robert Louis Stevenson and his donkey) from Le Puy-en-Velay to Ales (270 kilometers)
- Le Chemin de Rocamadour from Rocamadour to Lourdes (180 kilometers)

b)Keep a record of observations and experiences and reflections in a journal, written in French.

c)Take photographs for workshop presentation.

d)Create lesson plans for Humanities courses based upon observations and experiences.

Objective 3 (alternative)

Should travel not be possible due to unforeseen circumstances, I propose to study French culture as it is present in the culinary arts.

a) Study French cookbooks

b) Take one-day French cooking classes

c) Experiment with recipes found on internet resources

d) Visit French restaurants

e) Record in a journal culinary experiences

Estimated time: 200 hours

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:
a) Students
b) Department
c) College and/or community
d) Your own professional growth
When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.
Response:

This sabbatical project will enable me to realize MiraCosta's second institutional goal, "to prepare students to be active global citizens, and provide opportunities for cultural educational enrichment." There couldn't be a better time to do this than now as western superpowers are retreating from globalism even as the instability they have wrought in their former colonies has triggered unprecedented emigration. In developing some level of French language competency and a better knowledge of French culture, including the larger Francophone

world, I plan to enrich my curriculum in the courses I teach (specifically World Literature and Humanities) with the goal of promoting global awareness. I also anticipate the project influencing my work on the International Education Committee, and while I would love to teach Study Abroad in Paris, there is plenty that this committee is doing on campus through the revived foreign film series and the International Fair where I can build on the work of my sabbatical. I would like to get involved in local advocacy work for immigrants and refugees, where French speakers are in high demand and I suspect that there is an opportunity to create ties between our Service Learning program and these groups with the goal of involving our students.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.
Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables;

- Sample of course/program work from French study portfolio:
- Sample of journal entries for literature, cinema, podcast and pilgrimage
- Slideshow for workshop presentation
- Sample of lesson plans for World Literature and Humanities courses
- Log of activities with hours

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).
The following cannot be counted toward sabbatical hours:

- 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 Estimated Hours: 600 hours

PART VII: Certification

Signature: _____John Kirwan_____ Date: __Sept. 12, 2026_____

APPLICATION FOR SABBATICAL LEAVE 2027

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☑ Read the Sabbatical Leave Handbook (linked on the SLC Website).
- ☑ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☑ Complete and sign the Application Signature Page and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: Lynnie Trzoss
Department: Chemistry
Title: 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)

Full-time Hire Date (Semester & Year): Fall 2019
Date of Proposed Return to Full-time Service: Spring 2028
Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
- ☑ Self-Directed Studies

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.
Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.
Abstract:
The purpose of my sabbatical leave is to research and develop a project-based lab curriculum for Organic Chemistry II, CHEM 211. (1) I will begin by reviewing the course content to formulate a list of lab techniques and topics to be covered. (2) I will research project-based curriculum implemented by other colleges and universities. (3) I will compile and evaluate a list of experiments that take the form of a research project. (4) Finally, I will write the lab procedure for each experiment. As a result of my sabbatical research, I will create a project-based lab curriculum, and draft a new and complete lab manual for CHEM 211.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.
What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop…”, “To research…”, or “To create…” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement: To review course content and research project-based lab curriculum in CHEM 211
Activities:
List the key activities you will complete to achieve this objective, including tasks such as readings, site visits, training, or consultations. Be specific enough that a reader unfamiliar with your project can understand what you will actually do. Avoid generic entries like "research AI" or "review literature." Instead, briefly describe what you will research, read, visit, or produce (e.g., "Review peer-reviewed studies on AI-generated feedback in writing instruction" or "Complete a 40-hour certification course in UX design through [platform]"). One sentence per activity is sufficient; the goal is clarity and specificity, not length.

- Review the lab techniques and topics that need to be covered.
- Research project-based curriculum implemented by others by reading peer-reviewed research manuscripts from journals such as the *Journal of Chemical Education*, and *Organic Letters* from the American Chemical Society.
- Interview faculty who may have experiences with project-based learning.

Estimated Hours: I estimated this project will take 280 - 300 hours

Objective 2

Objective Statement: To compile and design experiments, evaluate these experiments, and draft a lab manual with experiments for CHEM 211
Activities:

- Compile and design 7-8 experiments for CHEM 211 that take the form of a meaningful research project requiring minimal or no extracurricular resources.
    - All Experimental procedures will be designed in consideration of the department's chemical supply budget and to reduce expensive hazardous waste generated as well as to make each experiment environmentally-friendly.
    - All experiments will follow current safety protocols to ensure compliance with OSHA and chemical safety.
    - All experiments will be written to ensure student comprehension of topics, to utilize more current pedagogical best practices and to reflect course SLOs.
- Evaluate these experiments for content, safety and reliability.
- Put together a lab manual draft with experiments for CHEM 211.

Estimated Hours: I estimated this project will take 300 - 350 hours

Objective 3 (if applicable)

Duplicate or delete as needed.

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:
a) Students
b) Department
c) College and/or community
d) Your own professional growth
When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.
Response:
Students: I strive to teach my students how to be well-rounded scientists with the ability to problem solve, anticipate errors, and adapt to unexpected roadblocks. Unlike traditional organic chemistry experiments with known outcomes and step-by-step instructions, project-based experiments encourage deep thinking and real-world problem-solving skills. A specific type of project-based lab curriculum interests me is a student-led, open-ended research investigation. This student-centered pedagogical approach can be particularly appealing to students because it promotes active learning through application of knowledge. Historically, organic chemistry is considered as a difficult "weed-out" course that serves as a barrier for students pursuing STEM careers and medicine. I think student-centered learning potentially reduces equity gaps and increases diversity in STEM.

Department: This project replaces rigid, step-by-step "cookbook" experiments with real-world like experiences. It potentially benefits the department by boosting student engagement, improving retention rates, and fostering industry-aligned skills. Furthermore, a project-based lab curriculum helps to support our course SLOs of "After completing CHEM 211, students will be proficient in the laboratory techniques" and "After completing CHEM 211, students will be proficient in the concepts and problem-solving techniques". Also, I am committed to

creating an effective project-based learning template, which may serve as a plug-and-play resource to my colleagues as well.

College and Community: Inclusive and active learning are particularly effective in reducing the achievement gap in STEM courses and promote equity in higher education. This is an important finding as a large proportion of MiraCosta students belong to an underrepresented minority. Currently, the success rate for organic chemistry has held steady in the low-eighties. With one in five enrolled students failing organic chemistry a year, it is important for the department and college to find creative ways to close the success gap amongst our students, especially amongst our Black/African American (67%) and Hispanic (57%) students. By redesigning and creating new lab curriculum, students are expected to take a more active role in their learning. Rather than memorizing facts, students must apply chemical concepts to solve complex, open-ended problems. It is my hope that this process leads to deeper learning and long-term knowledge retention.

Professional growth: On a personal level, given my research experiences as an undergrad, graduate student then a biotech researcher, I am intrigued with the inquiry style of learning, and want to share my experience with my own students. I will also acquire knowledge that will allow me to rethink and refine the course design of my lecture components. My goal is to be an effective educator, and to bridge the gap between academic learning and lifelong learning. By redesigning and creating a new lab curriculum for CHEM 211, it potentially offers students a social learning experience. It is my hope that these interactions between diverse groups of students will cultivate the skills necessary for their personal and professional growth.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.
Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables:

- Log of weekly activity
- Summary of literature research and interviews
- List of chemical experiments
- A new lab manual draft for CHEM 211

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).
The following cannot be counted toward sabbatical hours:

- 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 Estimated Hours: 580 - 650 hours

PART VII: Certification

Signature: _____ Date: 10/9/2026

APPLICATION FOR SABBATICAL LEAVE [2026]

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☑ Read the Sabbatical Leave Handbook (linked on the SLC Website).
- ☑ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☑ Complete and sign the Application Signature Page and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: **Nery Chapetón-Lamas**
Department: **Computer Science**
Title: **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)

Full-time Hire Date (Semester & Year): **Fall 2014**
Date of Proposed Return to Full-time Service: **Fall 2028**
Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
- ☑ Self-Directed Studies

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.
Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.
Abstract:
My proposed project is to capture the Computer Science (CS) student voice with respect to culturally relevant and responsive curriculum development. This will be accomplished through 1-on-1 interviews with students to help design questions for focus group interviews (of students of color and women in CS), finalizing a department-wide student survey. The qualitative and quantitative data will inform a report with reflection on past departmental changes as well recommendations for future changes. This kind of data will help us highlight student voice and provide better context to currently accessible institutional data. This work will be done in collaboration with ESCALA, a professional development organization for HSIs (Hispanic-Serving Institutions) https://www.escalaeducation.com/about, to provide a model for other departments and institutions to follow.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.
What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop…”, “To research…”, or “To create…” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement: **To develop a focused student survey, evaluating culturally relevant changes, to deliver department-wide.**
Activities:
List the key activities you will complete to achieve this objective, including tasks such as readings, site visits, training, or consultations. Be specific enough that a reader unfamiliar with your project can understand what you will actually do. Avoid generic entries like "research AI" or "review literature." Instead, briefly describe what you will research, read, visit, or produce (e.g., "Review peer-reviewed studies on AI-generated feedback in writing instruction" or "Complete a 40-hour certification course in UX design through [platform]"). One sentence per activity is sufficient; the goal is clarity and specificity, not length.

- **Review resources that will frame approach, like CREAT (Culturally Responsive Evaluation and Assessment Tool), Culturally Relevant Pedagogy Toolkit, and I-SLATE (Indigenous Slate of Learning Authenticity Tools for Education) framework**
- **Request RPIE data and contacts for CS students pre- and post- ESCALA training that occurred department-wide Spring 2025**
- **Use contacts to run 1-on-1 interviews with students to help design focus group questions**
- **Run focus group interviews with key constituents and groups: students of color, women, CSCG (Computer Science for Common Good) club, MESA program, etc.**
- **Use themes from focus groups to design survey questions to gather department-wide data**
- **Collaborate with ESCALA throughout design work to ensure mutually beneficial work**

Estimated Hours: **400 hours**

Objective 2 (if applicable)

Objective Statement: **To create a report analyzing responses to the student voice focused survey I proposed in my first objective.**
Activities:

- **In collaboration with ESCALA, analyze qualitative and quantitative data from interviews and surveys to capture student voice**
- **Reflecting on effects of professional development (pre and post ESCALA PD) and recommending changes for future MiraCosta CS departmental work**

Estimated Hours: **150 hours**

Objective 3 (if applicable)

Objective Statement: **To create a document with the design structure for replicating the process of analysis and reporting I develop in my first two objectives.**
Activities:

- **Design general structure that other STEM departments can use to capture their own student voice**
- **Brainstorm section-level process that could be integrated into a STEM class for more immediate student voice capture for department-level analysis on a more regular basis**

Estimated Hours: **50 hours**

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:
a) Students
b) Department
c) College and/or community
d) Your own professional growth
When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.
Response:

Capturing the students' voice is important for our overall institutional work, especially at key inflection points in our department. Our department's cultural shift has been well-documented in Program Review over the past 10 years, but it only captures the faculty perspective. Institutional data (dashboards) capture retention and success data but those metrics are sanitized of student voice. The Computer Science for Common Good (CSCG) club has been a consistent source of student voice for our department, this project would help capture it in a broader and structured way that intentionally centers our more disenfranchised and disproportionately impacted communities: women and students of color, particularly Black/African-American, Latine, Indigenous, and Native Hawaiian/Pacific Islander.

This project intentionally centers those institutional values around DEI and student-centeredness, as well as gathering information on barriers/support that hurt/help students in achieving our PSLO (able to analyze, collaborate, design, develop and discuss mature software solutions to complex and abstract programming problems utilizing efficient and appropriate algorithms). In particular, focusing on pre- and post- ESCALA professional development training from Spring 2025, I want to see the benefit of that department-wide PD to assess the impact on students. Additionally, two grant projects over the past 7 years have led to many changes in department culture, curriculum, and course materials. This data would provide needed student context to quantitative data with regard to these changes and how students are perceiving these changes. Students guidance can help in directing the future of department PD, my own included, to ensure we are continuing to support students in working on Core Competencies through our culturally relevant/responsive CS course materials.

Personally, the project would connect me with students in new ways that are necessary after returning to campus from the start of the COVID-19 pandemic. The shift in education and our department has disconnected us from students, I'd like to repair some of that personally and structurally. Those points of view and feedback will undoubtedly impact me personally, pedagogically, and ultimately in my classroom and department work. I would also be tapping on my community and network for support, like ESCALA and UCSD colleagues in CS educational research. This scope of work is outside of my professional experiences and would help me grow as a practitioner informed by good research practices. Other areas of impact, outside of the classroom and with students, would be my ongoing (MESA program) and future committee work, leadership positions, and being in service of our community as an HSI.

Finally, I would be open to sharing my findings and process in whatever ways can support student success. This will take the form of a CS department meeting, but I am also open to FLEX workshops and calls from the Sabbatical Leave committee to share my work.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.
Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables:

- **Study report with analysis and recommendations for departmental changes**

- **Structural design document for other departments/institutions to replicate**
- **Brainstorm document for section-level version that an instructor could run to gather student voice for department-level analysis**
- **Log of activities with hours**

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).
The following cannot be counted toward sabbatical hours:

- 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 Estimated Hours: **600 hours**

PART VII: Certification

Signature: _____ Date: 09/18/2026

APPLICATION FOR SABBATICAL LEAVE 2027-2028

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☑ Read the Sabbatical Leave Handbook (linked on the SLC Website).
- ☑ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☑ Complete and sign the Application Signature Page and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: Rick White
Department: Computer Studies and Information Technology (CSIT)
Title: Professor, CSIT; AI Program Lead
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)

Full-time Hire Date (Semester & Year): [Enter here] 07/01/2021
Date of Proposed Return to Full-time Service: [Enter here] 8/07/2028
Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
- ☑ Self-Directed Studies

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.
Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.
Abstract: The purpose of this sabbatical is to build the AI Faculty Assistant, a locally hosted, human-in-the-loop tool that helps instructors know and reach every student in their Canvas courses. Community college students persist when someone at the college notices them, yet a faculty member with 150 students has little time to remember what each student wrote in an introduction post, notice when someone's confidence slips, or write the short personal note that changes a semester. I will ground the design in the research on validation, belonging, and teaching presence; build the application so that it reads a student's own words from the first post onward and drafts, for the instructor's review and approval, personalized check-ins, feedback, and end-of-term letters in the instructor's own voice; and protect student privacy with a local-first, anonymized architecture that keeps student work on the instructor's computer. I will then pilot the tool with a cross-disciplinary group of MiraCosta faculty and measure its effect on student-reported connection and on how quickly instructors reach struggling students. The sabbatical will produce a working Mac and Windows application, an annotated bibliography, a design and privacy specification, a pilot evaluation, documentation, training videos, and a Flex workshop.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.
What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop…”, “To research…”, or “To create…” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement: To research the evidence base on student–instructor connection and the responsible use of AI with student data, and to translate it into a design specification and privacy framework for a connection-first teaching assistant.

Activities:
List the key activities you will complete to achieve this objective, including tasks such as readings, site visits, training, or consultations. Be specific enough that a reader unfamiliar with your project can understand what you will actually do. Avoid generic entries like "research AI" or "review literature." Instead, briefly describe what

you will research, read, visit, or produce (e.g., "Review peer-reviewed studies on AI-generated feedback in writing instruction" or "Complete a 40-hour certification course in UX design through [platform]"). One sentence per activity is sufficient; the goal is clarity and specificity, not length.

- Read and annotate approximately 30 peer-reviewed sources on validation theory (Rendón), student belonging and persistence at community colleges (Tinto; Strayhorn), and teaching presence in online learning (the Community of Inquiry framework of Garrison, Anderson, and Archer), producing a 15-page annotated bibliography.
- Review the literature on AI-generated feedback and early-alert systems in higher education, focusing on what preserves the instructor's voice and judgment and what erodes student trust, and summarize design implications.
- Study FERPA, California student-privacy law, and MiraCosta's AI and data guidance, and consult with the college's Academic Information Services and the Teaching & Innovation Center on acceptable data handling for a tool that reads Canvas submissions.
- Interview eight to ten MiraCosta faculty across disciplines about how they currently come to know their students, where connection breaks down in large or online sections, and what they would and would not want an assistant to do on their behalf.
- Hold two student focus groups (recruited with Institutional Research guidance) on what makes students feel seen by an instructor and what kinds of AI-assisted outreach would feel supportive rather than surveilled.
- Write a design specification that maps each research finding to a concrete feature, and a privacy framework specifying a local-first architecture, anonymized identifiers for any cloud AI call, a fully local model option, and a strict rule that nothing reaches a student without the instructor's review and approval.

Estimated Hours: 120 hours

Objective 2 (if applicable)

Objective Statement: To build the AI Faculty Assistant, a locally hosted application for Mac and Windows that connects to a MiraCosta Canvas course and helps the instructor know, reach, and respond to each student personally, with every message and grade reviewed and approved by the instructor before it leaves the machine.

Activities:

- Build the Canvas connection layer: browser-based single sign-on login, a sync engine that pulls students, introduction posts, discussions, submissions, and inbox messages into a local SQLite database and per-student folders, and a write path for approved grades, comments, and messages.
- Build the pluggable AI layer with a provider abstraction supporting Anthropic, OpenAI, and a fully local Ollama model, plus the Privacy Shield that replaces student names with anonymous IDs before any cloud call and keeps a verification audit log of exactly what left the machine.
- Build the Student Portrait module, which reads each student's own words from the introduction post onward and produces an instructor-facing profile of who they are, their motivations, challenges, strengths, and concrete conversation starters, refreshed after each sync.
- Build the Growth Map and Journey modules, which track each student's trajectory across assignments in named levels rather than scores, flag slips in engagement or confidence with quoted evidence, and surface a weekly "students who need you this week" list.

- Build the Connect Queue, which drafts short, personal check-in messages in the instructor's voice (learned from the instructor's own past comments), each anchored to something real the student wrote, staged for the instructor to edit, approve, and send as a Canvas conversation.
- Build the assessment support modules: SLO-aligned rubric drafting from the course COR, feedback drafting that acknowledges the individual student, and an Inbox assistant that reads incoming student messages in context and drafts replies for review.
- Build the end-of-term "Story of Your Semester" module, which drafts a one-page letter to each student built from their own words and growth across the term, for the instructor to edit, approve, and deliver by hand.
- Build the instructor dashboard (FastAPI and Jinja2 web interface served on localhost), the Settings and privacy-audit pages, and the AI usage and cost meter so faculty can see what each activity costs.
- Package the application as a one-click installer for macOS and Windows 11, write automated tests for the sync, privacy, and staging pipelines, and review the interface against WCAG 2.1 AA with the Teaching & Innovation Center.

Estimated Hours: 320 hours

Objective 3 (if applicable)

Objective Statement: To pilot the AI Faculty Assistant with a cross-disciplinary group of MiraCosta faculty, evaluate its effect on student–instructor connection, and produce the documentation, training, and release package that lets any MiraCosta instructor adopt it.

Activities:

- Recruit four to six MiraCosta faculty from at least three disciplines (including CSIT and the BS Biomanufacturing program) to use the tool in their Spring 2028 sections, and install and configure it with each of them.
- Design the evaluation with Institutional Research: a short pre/post student survey on perceived instructor care and belonging (adapted from validated belonging and teaching-presence instruments), instructor logs of personal touchpoints and time-to-first-outreach for students who slip, and an end-of-pilot faculty interview.
- Support pilot faculty weekly, collect bug reports and feature requests, and iterate on the application in response.
- Analyze the de-identified pilot data and write a pilot evaluation report describing what changed for students and faculty, what did not, and what should change in the next version.
- Write the user guide and a faculty quick-start, and record a set of short training videos covering installation, connecting to Canvas, building student portraits, and running the Connect Queue.
- Prepare a Flex Week workshop, a department presentation, and a summary for the Academic Senate on what the pilot found and how faculty can adopt the tool.

Estimated Hours: 160 hours

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:
a) Students
b) Department
c) College and/or community
d) Your own professional growth
When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.
Response: **Students.** The students most likely to leave a community college are the ones nobody noticed leaving. This project puts the instructor's attention where it matters: on the student who wrote in week one that she is the first in her family to attend college and is terrified of programming, and who in week six quietly stopped posting. The AI Faculty Assistant will surface that student, remind the instructor of her own words, and draft the note that says, "I remember what you told us, and I am here." Because every message is reviewed and sent by the instructor, students receive more human attention, not less. The tool will also help instructors write feedback that speaks to the individual student's stated goals, supporting the college's Core Competency in Personal and Social Responsibility and Efficacy, particularly goal-setting, project completion, and skills for ongoing personal, academic, and professional growth. This is equity work in the most concrete sense: proactive, personal outreach is what students from underserved backgrounds report they need most and receive least, and it is the students in large online sections who currently get the least of it.
Department. The CSIT department teaches many high-enrollment online sections, and its AI degree program asks students to build a working partnership with AI while keeping their own voice and judgment. The AI Faculty Assistant models exactly that partnership for faculty: the AI reads, remembers, and drafts; the instructor decides. The tool will support our CSIT SLOs around communication of technical ideas and ethical use of AI, and it will give the department a shared, documented practice for early outreach rather than leaving connection to individual instructors' available hours. The pilot evaluation will give the department its first evidence on how AI-assisted outreach changes student engagement in our courses.

College and community. MiraCosta has committed to closing equity gaps and to guiding principles for AI that keep humans in charge. This project delivers a working example of both, built inside the college for the college. Because the application runs entirely on the instructor's own computer, keeps student work out of cloud storage, anonymizes any cloud AI call, and offers a fully local model, it gives the college a privacy posture it can explain to students and to the Board. The cross-disciplinary pilot, the Flex workshop, the training videos, and the free release to all MiraCosta faculty mean the benefit is not confined to CSIT. Colleagues in Biomanufacturing, and any discipline that uses Canvas, will be able to adopt it in the semester after my return, and the pilot findings will be shared with the Academic Senate and the broader California community college community.

Professional growth. This sabbatical will deepen my expertise in three areas I need as AI Program Lead for the CSIT AI degree program: the learning-science research on belonging and validation, which I have practiced intuitively but not studied systematically; privacy-preserving AI architecture, including local model deployment, which our on-premise AI infrastructure work at MiraCosta increasingly requires; and formal evaluation design with Institutional Research, so that claims about AI in teaching rest on evidence rather than enthusiasm. Building a complete, tested, documented application from research through pilot is also the kind of end-to-end work I ask of my students in the AI Solution Strategies course, and doing it myself will make me a better guide for them. Everything learned will return directly to the classroom, to the department's AI curriculum, and to the college's ongoing conversation about what a human-centered use of AI actually looks like.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.
Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables:

- Log of Activities with hours, linked to each approved objective (Excel), totaling at least 576 hours.
- Annotated bibliography (approximately 30 sources, 15 pages maximum) on student–instructor connection, validation, belonging, teaching presence, and AI-assisted feedback.
- Design specification and privacy framework for the AI Faculty Assistant, including faculty interview and student focus-group summaries.
- The AI Faculty Assistant application: source code repository and one-click installers for macOS and Windows 11, with the Sabbatical Leave Committee given access to the repository and a demonstration course.
- User guide, faculty quick-start, and a set of short training videos (captioned).
- Pilot evaluation report with de-identified survey results, instructor touchpoint data, and faculty interview findings.
- Flex Week workshop slides and recording, department presentation, and Academic Senate summary.
- Intellectual property statement: this is original work. Consistent with Board Policy and Administrative Procedure 3715, the application, documentation, and training materials will be made available to all MiraCosta College faculty at no cost, with source released under an open-source license so that other California community colleges may adopt and adapt it.

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).
The following cannot be counted toward sabbatical hours:

- 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 Estimated Hours:

Objective 1 — Research, design specification, privacy framework	120
Objective 2 — Build the AI Faculty Assistant	320
Objective 3 — Pilot, evaluation, documentation, release	160
Total Estimated Hours	**600**

Total Estimated Hours: 600 hours (minimum required: 576). All hours fall within the Spring 2028 sabbatical period and exclude travel, contractual duties, and activities unrelated to the approved objectives.

PART VII: Certification

Signature:  Date: 9/17/2026

APPLICATION FOR SABBATICAL LEAVE 2027-2028

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☑ Read the Sabbatical Leave Handbook (linked on the SLC Website).
- ☑ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☑ Complete and sign the Application Signature Page and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: Steve Isachsen
Department: CSIT
Title: Full Time 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)

Full-time Hire Date (Semester & Year): Fall 2001
Date of Proposed Return to Full-time Service: Spring 2028
Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
- ☑ Self-Directed Studies

PART II: Abstract (200 words or less)

Abstract: The purpose of this sabbatical is to develop and apply expertise in artificial intelligence (AI) through three connected projects:

1. Explore AI systems that carry out multistep tasks. I will study and test how AI can perform a sequence of connected actions without requiring a separate prompt for each step (agentic AI). Possible uses include gathering instructional sources, checking information, and preparing materials for human review. I will evaluate potential uses and develop one selected workflow, with checks for accuracy and clear requirements for human oversight.
2. Create an interactive guide to CSIT courses, certificates, and degrees. I will use AI to help design and build an online dashboard that students and counselors can use to search educational options, compare program requirements, identify credentials associated with a course, and explore planned course offerings.
3. Design and test AI-supported learning activities for CSIT 160 and CSIT 165. I will develop two ways for students to interact with AI while practicing their own reasoning: a questioning partner that asks students to explain their thinking and provide evidence, and a perspective simulator that presents contrasting viewpoints for students to examine and verify. I will demonstrate each approach through one activity in each course, producing four activities.

The dashboard and learning activities will provide opportunities to test multistep agentic AI workflows, while research on checking accuracy and maintaining human oversight will inform all three projects. I will examine published studies to assess and refine Think → Partner with AI → Validate → Synthesize, a framework I developed that asks learners to think independently, engage AI, verify its contributions, and integrate findings into their own conclusions.

Each objective will progress from structured study to development and evaluation, targeting one agentic workflow, a dashboard with four core functions, and two learning-partner designs demonstrated through four activities. This work extends beyond my regular faculty, department chair, and compensated Career Education duties and will produce usable resources and documented findings for CSIT, the CE division, and the college.

PART III: Objectives and Activities

Objective 1

Objective Statement: To develop expertise in agentic AI—systems that carry out multiple connected steps without separate prompts for each action—through structured study and experimentation; evaluate possible educational uses, such as checking dashboard information, assembling and verifying instructional sources, or organizing tests of AI-supported learning activities; and implement one selected workflow with accuracy checks and human review.

Activities:

1. Complete a structured learning plan addressing task decomposition, tool integration, information retrieval, verification, exception handling, and human oversight.
2. Study relevant research and technical documentation, complete guided exercises, and investigate selected development environments.
3. Conduct small experiments with applications connected to the dashboard or learning-partner resources, documenting capabilities, limitations, and implementation requirements.

4. Evaluate candidates during the first third of the sabbatical and select an application based on educational relevance, feasibility, reliability, cost, and potential for reuse.
5. Define candidate workflow inputs, outputs, delegated tasks, validation steps, stopping conditions, and human-review requirements.
6. Build and refine prototypes incrementally, documenting how research, testing, and troubleshooting inform development decisions.
7. Compare performance with a manual-process baseline using routine tasks, incomplete information, conflicting sources, and failed actions; assess accuracy, completion, time, cost, correction effort, and human intervention.
8. Document the learning process, findings, and revisions, and prepare demonstrations and implementation guidance.

Notes: Possible applications include identifying source-supported dashboard changes, assembling and checking instructional sources, organizing learning-partner tests, preparing dissemination materials from approved content or a Still Human podcast recording, or automating a multistep administrative process. An administrative workflow could organize documents from multiple sources, extract requirements and deadlines, flag missing or conflicting information, and prepare a consolidated report and draft follow-up actions for human review. Development and testing would use public, synthetic, or appropriately authorized information and remain distinct from performing routine faculty, department chair, or compensated CE duties.
Because I have not previously implemented an agentic system, substantial research and experimentation will precede selection. These examples illustrate possibilities; investigation will determine the application using capabilities available in Fall 2027.

The target is one workflow that accepts a defined input, executes multiple connected steps without separate prompts for each action, validates intermediate results, and produces an output for human review, with documented error handling and evaluation against a manual baseline. If no candidate proves feasible by the selection point, the final portfolio will instead include tested prototypes, a comparative evaluation of candidates, documented reasons for non-selection, and implementation guidance identifying the barriers and requirements for future development.

Estimated Hours: 215

Objective 2

Objective Statement: To research AI-assisted design and development methods and apply them to create and evaluate a working dashboard that students and counselors can use to explore CSIT courses, certificates, and degrees.

Activities

1. Research AI-assisted web development, information extraction, interface design, educational navigation, and accessibility; test selected tools and document their verification requirements.
2. Define representative student and counselor tasks and evaluate the existing CSIT Courses, Certificates, and Degrees Guide as a baseline.
3. Use AI to assist with information modeling, interface design, coding, and refinement, verifying program information against authoritative sources.
4. Implement four core functions—searching or filtering options, comparing program requirements, identifying credentials associated with a selected course, and exploring planned offerings—with views that clarify shared courses, alternative requirements, and credential connections; include sources and distinguish certificate requirements, degree requirements, planned offerings, and published schedules.

5. Link supporting departmental resources and publish Think → Partner with AI → Validate → Synthesize with its authorship, research basis, evaluation findings, and practical faculty examples.
6. Gather student, counselor, and associate faculty feedback; conduct task-based testing and accessibility checks; and refine the resources.
7. Make the dashboard available online and document its AI-assisted development, usage, and maintenance.

Notes: The dashboard will directly apply my AI research and newly acquired skills to transform a static PDF into a usable decision-support tool. Students and counselors will be able to investigate options and relationships that currently require manual comparison across pages. Evaluation will address both the dashboard's usefulness and the AI-assisted methods used to build it.

The published framework will explain its four actions—think independently, collaborate with AI, verify its contributions, and synthesize an independently defensible result—alongside the supporting evidence and remaining questions. Faculty examples will support shared departmental understanding and voluntary adoption.

Estimated Hours: 200

Objective 3

Objective Statement: To assess and refine Think → Partner with AI → Validate → Synthesize through a critical review of published studies and experimental AI learning-partner designs for CSIT 160 and CSIT 165.

1. Critically synthesize empirical studies on independent thinking, human–AI collaboration, verification, and synthesis, examining critical thinking, retention, transfer, metacognition, and overreliance; assess study quality and relevance to community college students, distinguish evidence for individual practices from evidence for the complete framework, and refine its definitions, sequence, and guidance.
2. Develop two reusable designs—a questioning partner that probes reasoning and requests evidence, and a perspective simulator that presents contrasting viewpoints for examination and verification—and create one activity for each design in each course, producing four demonstrations that preserve evidence of initial thinking, AI interaction, validation, and independent conclusions.
3. Configure the partners, prepare instructions and selected sources, and test responses to weak arguments, unsupported claims, conflicting perspectives, and requests for completed answers.
4. Conduct structured walkthroughs to evaluate clarity, sequencing, verification opportunities, and the intellectual work required; document revisions.
5. Develop a shared rubric and classroom evaluation protocol comparing framework use with less-structured AI assistance, including an independent follow-up task.
6. Prepare a research-based curriculum rationale and rewrite relevant sections of both CORs for submission through the established process.

Notes: The framework I developed will be treated as a proposition to examine and refine. Published studies will inform its foundations, prototype tests will examine AI behavior, and walkthroughs will assess instructional design. The evaluation protocol will specify how effects on student learning can be studied following classroom implementation.
Findings will inform both CORs, building on the CSIT 160 updates already completed. Research and experimental design constitute the sabbatical contribution; routine curriculum drafting and processing will be tracked separately.

Estimated Hours: 185

PART IV: Contributions, Benefits, and Impact

Students

The dashboard will provide a working tool for exploring educational options, understanding course and credential relationships, and preparing for counseling conversations. Interactive search and comparison will make complex requirements easier to examine. Clear language, mobile usability, accessibility, and visible sources will guide development. These features will address information barriers for first-generation students, working adults, students with disabilities, and others unfamiliar with college processes. Clearer pathways will support informed course selection and progress toward completion. Learning-partner activities will emphasize independent thinking, purposeful AI interaction, validation, and synthesis. Research and design will consider differences in AI experience, technology access, and cost so that meaningful participation does not depend on prior expertise or personal paid subscriptions. The evaluation protocol will examine independent understanding and barriers to participation.

Department

CSIT will receive an AI-developed dashboard, reusable learning-partner designs, and documented approaches to agentic development. My framework will be examined against published studies and refined through testing before broader use is encouraged. Faculty examples and feedback will support a shared departmental approach while preserving instructional judgment. Activities will align with CSIT 160 outcomes concerning technology's societal effects and future implications and CSIT 165 outcomes concerning online environments and human behavior. Findings will inform both CORs. Guidance will address accessible participation, responsible AI use, and assessment of students' own reasoning, helping faculty connect experimentation with student success.

Career Education Division

The CE division will receive examples other programs can examine and adapt. The dashboard will demonstrate how AI can transform program information into an interactive advising resource that makes educational pathways more transparent. The agentic portfolio will document implementation requirements, verification, correction effort, cost, and human intervention. Learning-partner research will provide an evidence-informed basis for discussing instructional AI across CE programs. These materials will help colleagues assess educational value and identify access barriers before adopting approaches for different disciplines and student populations.

College and Community

The college will receive three connected case studies demonstrating how AI can be studied, applied, and evaluated for educational purposes. Research syntheses, demonstrations, and implementation guidance will support professional learning beyond CSIT. Reporting will address successful approaches, technical barriers, conflicting evidence, and unresolved questions. Prepared materials will support dissemination after my return, while community members will gain a clearer entry point for exploring CSIT opportunities. The project will contribute practical approaches to equitable access and student success while distinguishing intended benefits from outcomes requiring further evaluation.

Professional Growth

I will develop expertise in agentic implementation, AI-assisted application development, educational research, and experimental pedagogy. The contribution is sustained study, development, testing, and analysis beyond my regular faculty, department chair, and compensated CE assignments. Ordinary course preparation, grading, student support, departmental administration, catalog and academic-map maintenance, recurring outreach, assigned CE activities, and routine COR revision and processing will be excluded from qualifying hours. Previously completed work will serve as background. The activity log will document these boundaries and prevent duplicate counting.

PART V: Deliverables and Documentation

1. Activity Log: At least 576 hours of qualifying work, organized by objective and identifying research, learning, development, testing, analysis, and documentation.

2. Agentic AI Portfolio

- Research and learning record, experiments, and selection findings.
- One working workflow, or the defined comparative prototype portfolio if no candidate proves feasible.
- Manual baseline, test results, and revisions.
- Demonstrations and implementation guidance.

3. Dashboard and Framework Portfolio

- Research synthesis and documentation of AI development methods.
- Structured information model and online dashboard with four core functions.
- Evaluation results, accessibility checks, and feedback summary.
- Published framework explanation and faculty examples.
- Usage and maintenance guidance.

4. Learning-Partnership Portfolio

- Critical research synthesis and documented framework refinement.
- Two configurations and four activities with instructions, sources, and examples.
- Prototype tests, walkthroughs, findings, and revisions.
- Shared rubric and classroom evaluation protocol.
- Curriculum rationale and revised COR submissions; routine revision and processing hours excluded.

5. Dissemination Materials: A concise presentation and demonstrations suitable for departmental, CE division, or college-wide professional learning.

Accessibility and Intellectual Property

Resources will be checked for accessible use; recordings will include captions or transcripts. Documentation will identify my authorship of the framework and distinguish original work from third-party content. Ownership and educational usage rights will be stated consistent with Board Policy and Administrative Procedure 3715, retaining applicable attribution and restrictions.

PART VI: Estimated Total Hours

Objective	Estimated hours
1. Agentic AI research and implementation	215
2. AI-assisted development of an interactive CSIT dashboard	200
3. Research and evaluation of AI learning partnerships	185
Total estimated hours	600

Early research will establish shared practices for AI-assisted development, verification, and human oversight. Dashboard and learning-partner investigation will inform the agentic feasibility decision during the first third of the semester. Objective 3 findings will inform the framework published under Objective 2.

Scope will remain bounded to the agentic workflow or defined comparative portfolio, four dashboard functions, and two learning-partner designs demonstrated through four activities, preserving time for research, testing, and documentation. Either agentic outcome will involve substantive experimentation and evaluation within the allocated 215 hours.

All qualifying hours will occur during Fall 2027. The exclusions in Part IV apply throughout; travel, travel preparation, and work outside the sabbatical period will also be excluded. Shared activities will be recorded once. Subsequent teaching, routine operation, maintenance, and presentations after my return will fall outside the hour total.

PART VII: Certification

Signature:  Date: 10/10/26

APPLICATION FOR SABBATICAL LEAVE [2027/2028]

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☑ Read the Sabbatical Leave Handbook (linked on the SLC Website).
- ☑ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☑ Complete and sign the Application Signature Page and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: [Janice (Suzie) Bailey]
Department: [Biology]
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)

Full-time Hire Date (Semester & Year): [Fall 2009]
Date of Proposed Return to Full-time Service: [Fall 2028]
Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
- ☑ Self-Directed Studies

PART II: Abstract (200 words or less)

Abstract: [This sabbatical leave self-study project will focus on curriculum redesign to improve student access and success for non-science majors and biology majors student populations. Specifically, I'll be 1) creating an OER lab manual for our BIO104 (Introductory Biology-Botany) course and 2) creating video lectures to support a transition to a "flipped format" in the laboratory component of BIO204 (Foundations of Biology: Biochemistry, Cell Biology, Genetics, and Molecular Biology), where students will complete all prelab preparation outside of class and class time will be spent solely on collaborative lab activities, experimentation, and analysis.]

PART III: Objectives and Activities

Objective 1

Objective Statement: [Create a digital OER lab manual draft for BIO 104 (Introductory Biology-Botany) and explore available options for OER Botany textbooks to reduce financial barriers for students. This course for non-science majors is usually taken to satisfy the Natural Sciences GE area but the course textbook and lab manual currently used present a financial barrier for many students. The goal of this objective is to develop a digital Botany lab manual draft which will be provided to students at no cost and to explore options for OER textbooks, thereby reducing that financial constraint.]

[Review primary research in the Botany field]
Estimated Hours: [30]

[Complete Field Botany of San Diego County course through San Diego State University]
Estimated Hours: [128]

[Collaborate with associate faculty instructors who've taught the Botany class and non-majors discipline lead instructors at MiraCosta to ensure equitable approaches across our non-majors GE curriculum]
Estimated Hours: [10]

[Draft 12-14 laboratory activities, each consisting of supportive introductory information and detailed procedures and explanations to support analysis and interpretation.]
Estimated Hours: [240-280]

[Write new lab preparation setup instructions for support staff for the redesigned BIO104 laboratory curriculum]
Estimated Hours: [24-28]

[Evaluate available OER Botany textbooks and other resources for possible future adoption]
Estimated Hours: [5]

Objective 2

Objective Statement: [Create course materials to support a flipped format redesign of the laboratory in BIO204 (Foundations of Biology: Biochemistry, Cell Biology, Genetics, and Molecular Biology). These materials will

include a set of twelve prelab videos (approximately 10-15 minute long each) that students will view before coming to lab. These will replace the traditional in class lab introduction, and provide conceptual foundations of the laboratory activities, demonstrate equipment and procedures, and embed formative prelab assessments using the WeVideo platform.]

[Write, record, and edit twelve laboratory preparation videos with embedded prelab assessments.]
Estimated Hours: [240]

PART IV: Contributions, Benefits, and Impact

Response: [OER course materials reduce financial barriers that students experience in accessing our STEM courses, particularly for our non-science majors student population, and especially for our first generation and other under-resourced students. By enhancing my expertise in the botany sub-discipline, I will ensure that the OER lab manual draft is current, and the content reflects major shifts in scientific understanding of botanical classification and evolutionary relationships as a result of advances in DNA sequencing and genome analysis (directly related to course SLO3 which focuses on taxonomic classification of plants). Likewise, by completing the SDSU Global Campus course Field Botany in San Diego County, I'll have greater familiarity with our native flora to support revision of activities involving local field experiences. The OER lab manual will also incorporate botany-related digital and AI-supported resources (like iNaturalist) and opportunities to engage in citizen science projects, enhancing digital information literacy and civic knowledge and engagement (two important institutional core competencies). Incorporating real world relevancy will enable students to connect with the course material on a more personal level, promoting greater student engagement, retention, and success.
The resources I will create to support laboratory instruction in the majors class-BIO204- will shift prelab introductory lecture and demonstrations outside of class time instead of taking the first 20-30 minutes of in class time for these. This will free up more in class time for collaboration, discussion, and analysis with instructor support. This is the final piece of a long term effort to revise the lab in BIO204 to shift most, if not all, of the analytical work students are doing to take place during class time with the support of the instructor and SI leader, and in collaboration with their lab team members. Developing quantitative skills in the analysis of biological data is an important objective of the course (reflected in SLO3), and in my experience, it's the piece students have the most trouble with. Ensuring that students are doing the bulk of this work in class will promote greater student success in this challenging capstone course.]

PART V: Deliverables and Documentation

Deliverables:
[Objective 1 Deliverables:

- Log of weekly activities with hours
- Annotated bibliography of primary research in the Botany and Botany education fields
- Letter of Completion of Field Botany of San Diego County Course (SDSU Global Campus)
- Lab manual draft with 12-14 lab activities, along with supportive laboratory prep sheets
- Summary of collaborative faculty discussions related to supporting student success in non-science major laboratory courses.
- Evaluation summary of available OER Botany textbooks and their suitability for adoption.

Objective 2 Deliverables:

- Log of weekly activities with hours
- Twelve prelab preparation videos with embedded formative assessments shared via Canvas Commons]

PART VI: Estimated Total Hours

Total Estimated Hours: [677-721]

PART VII: Certification

Signature: _____ Date: __09/18/26_____

APPLICATION FOR SABBATICAL LEAVE 2028

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☑ Read the Sabbatical Leave Handbook (linked on the SLC Website).
- ☑ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☑ Complete and sign the Application Signature Page and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: Taya Christina Lazootin
Department: Physical Sciences
Title: Professor of Geography
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)

Full-time Hire Date (Semester & Year): [Enter here]
Date of Proposed Return to Full-time Service: [Enter here]
Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
- ☑ Self-Directed Studies

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.
Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.
Abstract:
My sabbatical project will focus on integrating California Geography into each of the current geography courses offered at MiraCosta College, including Geography 101, Geography 101 Lab, Geography 102, Geography 104, and Geography 108.

During the course of my sabbatical, I intend to investigate existing California Geography OER courses and materials, including textbooks and field trips that are currently taught at the community college level. I will also develop a California Geography Canvas Course Shell that contains one module for each of the courses listed above. Modules will contain reading materials, exercises, assessments, and field trips (if applicable).

I will create a useable OER module focusing specifically on California Geography objectives that align with the COR for each of the ZTC Geography courses that currently exist in the program. Reading materials (OER textbooks, articles, etc.), exercises, assessments, and field trips will be part of each California Geography module.

Students will be able to make direct connections between their everyday lives and California Geography concepts taught in the above courses. Students will be able to apply knowledge from these courses to their everyday activities such as school, work, leisure, food and lifestyle.

Finally, this project will deliver far-reaching benefits centered on equity, diversity, and inclusion for students, the department, the college, and my own professional growth.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.
What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop…”, “To research…”, or “To create…” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement:
I will research current OER California Geography materials and field sites, including textbooks, current courses offered in California at the community college level and possible field trip sites.
Activities:
I intend to spend the first 150 hours of my sabbatical reviewing and researching current college level OER CA Geography materials, including articles, textbooks, existing courses and possible field sites.

Estimated Hours: **150**

Objective 2

I will create a California Geography Canvas Course Shell that contains one module for each of the following courses (also to be added to existing Canvas course shells): Geography 101, Geography 101 Lab, Geography 102, Geography 104, and Geography 108.

I intend to spend the majority of my sabbatical creating modules that focus specifically on CA Geography for each geography course offered at MCC. The current geography courses are: Geography 101, Geography 101 Lab, Geography 102, Geography 104, and Geography 108. My intent is to create useable and sharable modules for each course that include readings, assignments, assessments and field trips (if applicable).

Estimated Hours: **450**

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:
a) Students
b) Department
c) College and/or community
d) Your own professional growth
When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.
Response:

Sabbatical Project Contributions, Benefits, and Impact
The objective of this sabbatical project is to enrich the MiraCosta College geography curriculum by integrating localized California Geography modules across five core courses: Geography 101, Geography 101 Lab, Geography 102, Geography 104, and Geography 108. By developing Open Educational Resources (OER) modules within Canvas that align with each course's Course Outline of Record (COR), this project will deliver far-reaching benefits centered on equity, diversity, and inclusion for students, the department, the college, and my own professional growth.
a) Impact on Students
This project directly bridges geographic theory and students' lived experiences and improves educational equity. By introducing California-specific reading materials, interactive exercises, localized assessments, and regional field trips, students will make immediate, tangible connections between academic work and their everyday lives, including school, work, food, and lifestyle. Each module will focus on core objectives and

CSLOs and will empower students to *employ spatial reasoning to ascertain, analyze, and compare spatial patterns* across the state's diverse landscapes, and to *critically interpret meteorological* data unique to California's complex climate zones. Furthermore, students will learn to *interpret geographic patterns of the natural environment and environmental issues in relationship to societal influences and responses*, allowing them to examine local challenges like wildfires, water scarcity, or urban sprawl through an equity-focused lens. Utilizing entirely open-source, OER materials remove the financial barrier of expensive textbooks, ensuring that these high-quality modules are accessible to all students regardless of economic background. My approach and project will foster an inclusive learning environment where students from diverse communities see their state and their own lived realities reflected in the curriculum.

b) Impact on the Department

For the geography program, this project provides a systematic, equity-minded revamp. Rather than treating California Geography as an isolated elective and separate course, this project embeds the state's unique physical, cultural, and economic landscapes into the entire existing course sequence. The creation of ready-to-use Canvas module shells establishes a standardized yet flexible resource repository. This collaborative framework ensures that all instructors—both full-time and associate faculty—have immediate access to inclusive, vetted materials that highlight diverse geographic perspectives, ensuring instructional consistency and equity across all course sections.

c) Impact on the College and Community

At the community college level, this project advances MiraCosta’s commitment to culturally relevant, place-based education. Providing content specific to California deepens both faculty and student understanding of their immediate environment, local governance, and diverse regional cultures. Explicitly incorporating California’s rich cultural diversity and the complex histories of its marginalized communities allows these modules to promote an inclusive understanding of the state's social fabric. Students will graduate better equipped to engage as informed, equity-conscious citizens who comprehend the distinct environmental and socio-economic challenges facing our local communities.

d) Impact on My Own Professional Growth

Professionally, this sabbatical grants me the dedicated time required to comprehensively investigate the current landscape of California Geography OER materials through an equity-focused lens. Evaluating open-source textbooks, curating diverse perspectives in academic articles, and designing inclusive field trip alternatives will significantly broaden my pedagogical toolkit. The process of building and aligning these comprehensive Canvas modules pushes me to innovate with equitable digital course design and culturally responsive assessment strategies. Ultimately, this sabbatical will revitalize my teaching practice and allow me to return to the classroom as a more impactful, inclusive, and resourceful educator.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.
Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables:

Deliverables:

1. **Annotated bibliography**

2. One Canvas Course Shell to include one module for each of the following courses: Geography 101, Geography 101 Lab, Geography 102, Geography 104, and Geography 108.

a. Each module will contain reading materials, exercises, assessments, and field trips. (if applicable)

3. Log of activity with hours, to include research time, collaboration with other professors, and time spent creating modules for each course listed above

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PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).

The following cannot be counted toward sabbatical hours:

- 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 Estimated Hours: **600 hours**

PART VII: Certification

Signature: _____Taya C. Lazootin Date: July 21, 2026

APPLICATION FOR SABBATICAL LEAVE [2027/28]

Submission Instructions

1. Complete all sections. Use the bracketed areas marked [Enter here]. Please do not add highlighting.
2. Go to File → Download → PDF (.pdf) to save your completed application.
3. Email the PDF to AS Administrative Assistant and attach along with your Application Signature Page by the posted deadline.
4. Retain a copy of your application for your records and to make revisions if requested.
5. Applications are due in the fall semester by 4:30 p.m. on the last business day of the 5th week of instruction for leave in the following academic year.

PART I: Applicant Information and Preparation

Complete and Check Off Each Step Before Submitting Your Application.

- ☑ Read the Sabbatical Leave Handbook (linked on the SLC Website).
- ☑ Email your department chair (or equivalent), of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Email your dean and your Vice President of your intent to request a sabbatical leave, allowing time to consider staffing, budget, evaluation cycles, and other impacts.
- ☑ Consult with Human Resources about possible impacts on evaluations, STRS service credit, salary, and benefits, especially if you're in an evaluation cycle, taking a multi-semester leave, or combining sabbatical with other activities. This step is optional but strongly recommended. The checkbox is for SLC records.
- ☑ Complete and sign the Application Signature Page and submit it via email to the AS Administrative Assistant by the Application deadline.

Applicant Information

Name: Tyrone Nagai
Department: Letters
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)

Full-time Hire Date (Semester & Year): Fall 2017
Date of Proposed Return to Full-time Service: Spring 2028
Category of Sabbatical Leave (select one):

- ☐ Advanced Academic Studies
- ☑ Self-Directed Studies

PART II: Abstract (200 words or less)

Write a concise paragraph that summarizes your sabbatical project as a cohesive narrative. The abstract should explain what you will do, why it matters, and what you will produce as a result.
Guiding questions:

1. What central purpose or need does your project address?
2. What key activities will you undertake to accomplish that purpose?
3. What tangible outcomes or deliverables will your sabbatical produce?
4. How will those outcomes benefit students, your department, or the college?

Tip: Think of the abstract as the “story” of your sabbatical in one clear paragraph (3–5 sentences). Avoid lists or timelines. Connect the purpose, process, and product.

Abstract: This semester, I am teaching Creative Writing for the first time in 11 years. When I was looking at OER and ZTC textbooks for the class, I couldn't find any materials that covered the process of novel writing with realistic, detailed examples. For my sabbatical, I have two objectives. First, I want to start writing a novel tentatively titled *No Wet Hugs* to refresh my understanding of writing long-form fiction. Second, as I write this novel, I want to document my writing process at regular intervals, using reflective journals, blog posts, videos, or other media. Ultimately, I want to produce a handbook or teaching guide tentatively called "The Making of *No Wet Hugs*" where I pair excerpts of my novel writing with documentation of my writing process. The outcome will benefit creative writing students who can use my work as a learning tool and resource.

PART III: Objectives and Activities

List up to three major objectives for your sabbatical project. Each objective should describe what you will accomplish and the activities should list how you will accomplish it. Avoid including the “why” (impact or benefits) here; you will describe those in Part IV.

What is an objective? An objective is a clear, specific statement of what you plan to accomplish during your sabbatical. It usually begins with a phrase such as “To develop…”, “To research…”, or “To create…” and focuses on the intended result, not the process (which belongs in the Activities section). Keep it focussed. For example: Instead of two objectives “To research existing educational videos” and “To create instructional videos to fill identified gaps”, think about writing one concise objective: “To analyze existing educational videos and create new content that addresses identified instructional gaps.”

Objective 1

Objective Statement: To embark on writing a novel to practice the skills required for this craft.
Activities: I will write a novel synopsis, hybrid novel synopsis/outline, outline, and chapters.
Estimated Hours: 400 hours. I will note the hours spent in my Log of Activities.

Objective 2

Objective Statement: To document my writing process and experiences as I craft a novel.
Activities: At regular intervals, I will document my ideas, inspiration, drafts, rewrites, questions, research, reflections, struggles, and other experiences related to my novel writing process.
Estimated Hours: 20 hours. I will note the hours spent in my Log of Activities.

Objective 3

Objective Statement: To create a resource, such as a handbook or teacher's guide, that can be used to teach novel writing.
Activities: I will combine excerpts of my novel synopsis, outline, and chapters with the documentation of my writing process to create a handbook, teacher's guide, or similar resource for creative writing students.
Estimated Hours: 160 hours. I will note the hours spent in my Log of Activities.

PART IV: Contributions, Benefits, and Impact

In approximately 400–600 words, explain the overall contributions, benefits, and impact of your sabbatical project on the following:
a) Students
b) Department
c) College and/or community
d) Your own professional growth
When relevant, refer to SLOs, PSLOs, Core Competencies, and/or equity, diversity, and inclusion.

Response: OER textbooks enhance student equity, and I reviewed the existing OER textbooks on Creative Writing before teaching ENGL 280: Creative Writing this fall. After my review of OER textbooks, I chose not to use any of them because they did not explain novel writing in a meaningful manner. For example, *Write or Left: An OER Textbook for Creative Writing Classes* by Sybil Priebe completely omits novel writing. On the other hand, *Elements of Creative Writing* by North American Review lumps novel writing and short story writing together as if they were the same genre within fiction. To me, a novel is neither a collection of short stories nor an elongated short story, and it would be misleading to teach it this way. Thus, my sabbatical project will help fill a gap in the available OER materials for teaching creative writing.

In addition, Performance Objective #5 for ENGL 280: Creative Writing states, "Apply the elements of craft in strategic combination to produce original works of prose." My sabbatical project will aid students in completing this performance objective by providing detailed examples of the craft of novel writing. At the same time, I can also explain how to put together strategic combinations of exposition, dialogue, setting, characterization, and plot.

Furthermore, my sabbatical project supports the Core Competencies of "Critical and creative thinking" as well as "Written and oral communication skills." Documenting my novel writing process will yield a tangible record and example of "critical and creative thinking" through multiple stages of invention, evaluation, and revision, which students can learn from. Moreover, my sabbatical project will help to expand the breadth of students' "written communication skills."

In terms of benefitting the Letters Dept, one of the biggest challenges of teaching ENGL 280: Creative Writing is that a 16-week course is not enough time for students to craft complete novels that reach 75,000-100,000 words. As a result, students in ENGL 280 are typically given abbreviated, proxy assignments for learning novel writing (such as a synopsis, outline, and/or single chapter) that cannot fully simulate the novel-writing experience. My sabbatical project will help to mitigate this challenge by providing a resource that shows and explains the novel writing process in more depth and detail than is available in current OER textbooks while complementing my extant novel-writing assignments in ENGL 280.

Regarding my own professional growth, I earned an MFA in Creative - Fiction in 2010, and I taught college-level creative writing courses regularly from 2012 to 2015. However, Fall 2026 is the first time I have taught creative writing in 11 years, and it has rejuvenated my passion for teaching and creative writing. While I have stayed moderately active over the years with writing and editing short-form fiction, creative nonfiction, and poetry, I am quite rusty when it comes to writing long-form fiction like the novel. This sabbatical can help me refresh and sharpen my skill set, so that I am a more well-rounded creative writing instructor.

PART V: Deliverables and Documentation

List the materials, reports, or products that will serve as evidence of your work and outcomes. Include your required Log of activities with hours (for self-directed sabbaticals) and any other relevant items.
Examples:

- Annotated bibliography or research report
- Curriculum, modules, or toolkit
- Workshop presentation or Flex recording
- Creative or scholarly output
- Log of activities with hours

Deliverables: Handbook, teaching guide, curriculum, modules, or toolkit. Log of activities with hours.

PART VI: Estimated Total Hours

Add the estimated hours from each objective. The minimum total must equal 576 hours (full-time workload for one semester).
The following cannot be counted toward sabbatical hours:

- 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 Estimated Hours: 580 hours

PART VII: Certification

Signature:  Date: September 18, 2026

Equivalency Committee Evaluation Form

Discipline-specific alternative guidelines (section A4)

Discipline: Foreign languages

Current Minimum Qualifications:

Master's in the language being taught OR Bachelor's in the language being taught AND Master's in another language or linguistics OR the equivalent

Department's Proposed Minimum Qualifications:

[please see attached for full proposal including background and rationale]

Proposed Alternative Guidelines: Japanese

An applicant who does not meet the Minimum Qualifications or the current locally approved comparable degree titles may be found equivalent with a master's degree in any discipline **AND** language-teaching methodology preparation (Criterion A) **AND** Japanese linguistics preparation (Criterion B) **AND** advanced Japanese proficiency (Criterion C).

This follows the structure of the state Minimum Qualifications (a bachelor's degree in the language plus a master's in another language or linguistics).

See Part III Reference for Reviewers for a list of Japanese-specific teacher training programs and credentials.
Criteria A–C are described in Section 3.

3. Criteria

All three of the following criteria must be met:

- Criterion A: Language Teaching Methodology Preparation
- Criterion B: Japanese Linguistics Preparation
- Criterion C: Advanced Proficiency in the Japanese Language

Criterion A. Language Teaching Methodology Preparation

One of the following:

• **postsecondary-level coursework** related to language-teaching methodology in any language (such as TESOL, TESL, world languages, or applied linguistics) with at least 9 semester units (12 quarter units) or equivalent. Coursework related to learning, cognition, and instructional design may count toward the required units, in addition to second-language acquisition, teaching methods, and assessment. The coursework must be completed at a regionally accredited college or university or a government-recognized teacher-training program. Teacher-training qualifications from national cultural institutes (e.g., the Goethe-Institut, Instituto Cervantes, Alliance Française, or the Japan Foundation) and internationally standardized and regulated teaching qualifications (e.g., Cambridge CELTA or Trinity CertTESOL) also qualify.

• **a government-issued license or credential to teach a language** (for example, the California Single Subject Teaching Credential in World Languages, or a Japanese secondary-school teaching license in a foreign language, 教員免許状「外国語」)

• completion of a Japanese-language teacher training program recognized by the Japanese government, or the Registered Japanese-Language Teacher (登録日本語教員) qualification (satisfies both Criteria A and B)

• **teaching experience** (see Criterion B below)

Criterion B. Japanese Linguistics Preparation

Japanese linguistics covers various aspects of the language, such as phonetics, phonology, morphology, syntax, semantics, pragmatics, lexicology, or orthography. Postsecondary-level coursework or teaching experience will qualify if these aspects of the Japanese language are covered.

One of the following:

- at least 6 semester units / 9 quarter units of coursework in Japanese linguistics. Coursework need not cover every area of Japanese linguistics. Survey courses (such as Introduction to Japanese Linguistics, 日本語学概論, or 現代日本語概論) qualify without listing specific areas. Comparative Linguistics and Linguistic Anthropology may qualify if the coursework includes analysis of the Japanese language
- passing score of the California Subject Examinations for Teachers (CSET): Japanese **Subtest I**
- completion of a Japanese-language teacher training program recognized by the Japanese government, or the Registered Japanese-Language Teacher (登録日本語教員) qualification (satisfies both Criteria A and B)
- foreign language teaching experience in either (1) Japanese to non-Japanese speakers or (2) another language to Japanese native speakers for at least four semesters (or six quarters) at an accredited college or university, a public or accredited secondary school, or a language teaching institution operated or officially recognized by the Japanese or U.S. government (e.g., the Japan Foundation, the Foreign Service Institute, or the Defense Language Institute Foreign Language Center)
- a combination of coursework and teaching experience, such as 3 semester units of coursework plus two terms of teaching experience

How teaching experience is counted. A semester or quarter counts if the candidate taught at least one course during it, of any length (including 8-week sections). At colleges, universities, and secondary schools, the course must be credit-bearing; at other qualifying institutions that do not award credit (such as the Japan Foundation, the Foreign Service Institute, or Japanese-language schools), the course must be part of the institution's regular program of instruction. A term counts only once, regardless of how many courses, sections, or institutions were involved. One summer or intersession session per academic year may count as a term. Terms need not be consecutive. For institutions on other academic calendars, teaching in at least two academic years, with at least one course in each regular term, is equivalent. Experience is verified by Human Resources from employment records.

Teaching another language to Japanese speakers is included because effective instruction requires contrastive analysis of Japanese and the language being taught across the areas listed above, which builds working knowledge of Japanese linguistics.

Criterion C. Advanced Proficiency in the Japanese Language

One of the following:

- a postsecondary degree or diploma from an institution where Japanese was the primary language of instruction, including a junior college (短期大学; 短期大学士) or a professional training college (専門学校; 専門士)
- proficiency test results at or above the levels listed in Part III-C in all four skills: listening and reading (receptive) and speaking and writing (productive). Results from different tests may be combined.
- professional work experience in which advanced Japanese language proficiency is essential to perform the primary responsibilities (e.g. translator) for two or more years
- passing score of the California Subject Examinations for Teachers (CSET): Japanese Subtests II and III, combined with a Superior rating on the American Council on the Teaching of Foreign Languages

(ACTFL) Oral Proficiency Interview (OPI) or a recorded sample of unscripted interpersonal conversation in Japanese, addressing prompts provided by the Japanese program and evaluated by Japanese discipline faculty during screening

4. Methodology Preparation: Accepted and Not Accepted

Accepted (Criterion A)	Not accepted on its own
Postsecondary coursework in TESOL, TESL, world-language teaching, or applied linguistics, or coursework related to learning, cognition, and instructional design, with **9+ semester units (12+ quarter units)**	Online or self-paced TEFL/TESOL certificates
An internationally standardized and regulated teaching qualification (e.g., **Cambridge CELTA, Trinity CertTESOL**); teacher-training qualifications from national cultural institutes (e.g., the Goethe-Institut, Instituto Cervantes, Alliance Française, or the Japan Foundation) equivalent to 9+ semester units of training.	Certificates under **120 hours or 9 semester units**
A government-issued license or credential to teach a language (e.g., California Single Subject Teaching Credential in World Languages; Japanese secondary-school teaching license in a foreign language, 教員免許状「外国語」)	Workshops, webinars, conference sessions, and certificates of attendance
Foreign language teaching experience in Japanese to non-Japanese speakers or in another language to Japanese native speakers, at secondary or postsecondary schools or at language teaching institutions operated or officially recognized by the Japanese or U.S. government (e.g., the Japan Foundation, the Foreign Service Institute, or the Defense Language Institute Foreign Language Center)	Foreign language teaching experience at elementary schools or below
Completion of a Japanese-language teacher training program recognized by the Japanese government (日本語教員養成課程 or 日本語教師養成研修), or the Registered Japanese-Language Teacher (登録日本語教員) qualification	The **Japanese Language Teaching Competency Test** (日本語教育能力検定試験) alone, a knowledge test with no practicum

Notes:

Evaluation/Recommendation:

_____Recommend approval of request. After reviewing the comparable degree title request and accompanying material for the above named candidate or the above named degree title, I believe the degree title is comparable to the specific degree listed above in the “Minimum Qualifications for Faculty and Administrators in California Community Colleges.”

_____Do not recommend approval of request.

_____ _____

Equivalency Committee Member *(print name)* Date

_____

Signature

Note: full proposal including background and rationale is included after this page

Proposed Alternative Guidelines for Equivalency

Japanese

Executive Summary

Request. Adopt alternative guidelines for evaluating equivalency in Japanese. The guidelines give Japanese discipline faculty, the Equivalency Committee, and the Academic Senate defined criteria for reviewing applicants who do not meet the Minimum Qualifications or the current local equivalency. The current local equivalency remains unchanged.

Why it is needed.

- Japanese takes about three times as long to learn as Spanish or French for native English speakers, according to the U.S. Foreign Service Institute.
- The Japanese program is built on communicative, proficiency-oriented teaching. A degree title alone, such as Japanese literature, does not show advanced proficiency or training in teaching a language.
- Experienced instructors are retiring, and Japanese instructors are in short supply in the area.
- Instructors who teach successfully elsewhere are often ineligible at MiraCosta because of their degree titles.

What the guidelines require. Candidates must document:

- a master's degree
- language-teaching methodology
- knowledge of Japanese linguistics
- advanced Japanese proficiency

Organization.

- **Part I:** the guidelines for approval
- **Part II:** the rationale
- **Part III:** reference material and worked examples

Part I. Guidelines for Approval

1. Current Minimum Qualifications and Local Equivalency

Minimum Qualifications (state)

- Master's in the language being taught OR
- Bachelor's in the language being taught AND Master's in another language or linguistics OR
- The equivalent OR
- A fully satisfied lifetime California Community College credential authorizing instruction in the appropriate subject matter, where applicable

Current local equivalency (Comparable degree titles)

- Master's or Bachelor's degree in Japanese Language & Literature
- Master's or Bachelor's degree in Japanese Literature

2. Proposed Alternative Guidelines: Japanese

An applicant who does not meet the Minimum Qualifications or the current locally approved comparable degree titles may be found equivalent with a master's degree in any discipline **AND** language-teaching methodology preparation (Criterion A) **AND** Japanese linguistics preparation (Criterion B) **AND** advanced Japanese proficiency (Criterion C).

> This follows the structure of the state Minimum Qualifications (a bachelor's degree in the language plus a master's in another language or linguistics).
>
> See *Part III Reference for Reviewers* for a list of Japanese-specific teacher training programs and credentials.
>
> Criteria A–C are described in Section 3.

3. Criteria

All three of the following criteria must be met:

- Criterion A: Language Teaching Methodology Preparation
- Criterion B: Japanese Linguistics Preparation

- Criterion C: Advanced Proficiency in the Japanese Language

Criterion A. Language Teaching Methodology Preparation

One of the following:

- **postsecondary-level coursework** related to language-teaching methodology in any language (such as TESOL, TESL, world languages, or applied linguistics) with at least 9 semester units (12 quarter units) or equivalent. Coursework related to learning, cognition, and instructional design may count toward the required units, in addition to second-language acquisition, teaching methods, and assessment. The coursework must be completed at a regionally accredited college or university or a government-recognized teacher-training program.
  Teacher-training qualifications from national cultural institutes (e.g., the Goethe-Institut, Instituto Cervantes, Alliance Française, or the Japan Foundation) and internationally standardized and regulated teaching qualifications (e.g., Cambridge CELTA or Trinity CertTESOL) also qualify.
- **a government-issued license or credential to teach a language** (for example, the California Single Subject Teaching Credential in World Languages, or a Japanese secondary-school teaching license in a foreign language, 教員免許状「外国語」)
- completion of a Japanese-language teacher training program recognized by the Japanese government, or the Registered Japanese-Language Teacher (登録日本語教員) qualification (satisfies both Criteria A and B)
- **teaching experience** (see Criterion B below)

Criterion B. Japanese Linguistics Preparation

Japanese linguistics covers various aspects of the language, such as phonetics, phonology, morphology, syntax, semantics, pragmatics, lexicology, or orthography. Postsecondary-level coursework or teaching experience will qualify if these aspects of the Japanese language are covered.

One of the following:

- at least 6 semester units / 9 quarter units of coursework in Japanese linguistics. Coursework need not cover every area of Japanese linguistics. Survey courses (such as Introduction to Japanese Linguistics, 日本語学概論, or 現代日本語概論) qualify without listing specific areas. Comparative Linguistics and Linguistic Anthropology may qualify if the coursework includes analysis of the Japanese language
- passing score of the California Subject Examinations for Teachers (CSET): Japanese **Subtest I**
- completion of a Japanese-language teacher training program recognized by the Japanese government, or the Registered Japanese-Language Teacher (登録日本語教員) qualification (satisfies both Criteria A and B)
- foreign language teaching experience in either (1) Japanese to non-Japanese speakers or (2) another language to Japanese native speakers for at least four semesters (or six quarters) at an accredited college or university, a public or accredited secondary school, or a language teaching institution operated or officially recognized by the Japanese or U.S. government (e.g., the Japan Foundation, the Foreign Service Institute, or the Defense Language Institute Foreign Language Center)
- a combination of coursework and teaching experience, such as 3 semester units of coursework plus two terms of teaching experience

How teaching experience is counted. A semester or quarter counts if the candidate taught at least one course during it, of any length (including 8-week sections). At colleges, universities, and secondary schools, the course must be credit-bearing; at other qualifying institutions that do not award credit (such as the Japan Foundation, the Foreign Service Institute, or Japanese-language schools), the course must be part of the institution's regular program of instruction. A term counts only once, regardless of how many courses, sections, or institutions were involved. One summer or intersession session per academic year may count as a term. Terms need not be consecutive. For institutions on other academic calendars, teaching in

at least two academic years, with at least one course in each regular term, is equivalent. Experience is verified by Human Resources from employment records.

Teaching another language to Japanese speakers is included because effective instruction requires contrastive analysis of Japanese and the language being taught across the areas listed above, which builds working knowledge of Japanese linguistics.

Criterion C. Advanced Proficiency in the Japanese Language

One of the following:

- a postsecondary degree or diploma from an institution where Japanese was the primary language of instruction, including a junior college (短期大学; 短期大学士) or a professional training college (専門学校; 専門士)
- proficiency test results at or above the levels listed in Part III-C in all four skills: listening and reading (receptive) and speaking and writing (productive). Results from different tests may be combined.
- professional work experience in which advanced Japanese language proficiency is essential to perform the primary responsibilities (e.g. translator) for two or more years
- passing score of the California Subject Examinations for Teachers (CSET): Japanese Subtests II and III, combined with a Superior rating on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) or a recorded sample of unscripted interpersonal conversation in Japanese, addressing prompts provided by the Japanese program and evaluated by Japanese discipline faculty during screening

4. Methodology Preparation: Accepted and Not Accepted

Accepted (Criterion A)	Not accepted on its own
Postsecondary coursework in TESOL, TESL, world-language teaching, or applied linguistics, or coursework related to learning, cognition, and instructional design, with **9+ semester units (12+ quarter units)**	Online or self-paced TEFL/TESOL certificates
An internationally standardized and regulated teaching qualification (e.g., **Cambridge CELTA, Trinity CertTESOL**); teacher-training qualifications from national cultural institutes (e.g., the Goethe-Institut, Instituto Cervantes, Alliance Française, or the Japan Foundation) equivalent to 9+ semester units of training.	Certificates under **120 hours or 9 semester units**
A government-issued license or credential to teach a language (e.g., California Single Subject Teaching Credential in World Languages; Japanese secondary-school teaching license in a foreign language, 教員免許状「外国語」)	Workshops, webinars, conference sessions, and certificates of attendance
Foreign language teaching experience in Japanese to non-Japanese speakers or in another language to Japanese native speakers, at secondary or postsecondary schools or at language teaching institutions operated or officially recognized by the Japanese or U.S. government (e.g., the Japan Foundation, the Foreign Service Institute, or the Defense Language Institute Foreign Language Center)	Foreign language teaching experience at elementary schools or below
Completion of a Japanese-language teacher training program recognized by the Japanese government (日本語教員養成課程 or 日本語教師養成研修), or the Registered Japanese-Language Teacher (登録日本語教員) qualification	The **Japanese Language Teaching Competency Test** (日本語教育能力検定試験) alone, a knowledge test with no practicum

Accepted (Criterion A)	Not accepted on its own
Educational Technology courses may count toward the **9+ semester units (12+ quarter units)** if the coursework integrates the technology and teaching methodologies or educational psychology topics that address learning and teaching methodologies	Technical training in an LMS, software, or media production; a degree title alone (e.g., Education, Psychology, English) without methodology-related coursework

> Items in the right-hand column may be considered as part of an individual equivalency review under the District's standard process, but they do not satisfy Criterion A by themselves.

5. Applicant Documentation

- A narrative explaining how the candidate's preparation meets Criteria A–C
- Official transcripts; catalog descriptions or syllabi when course content must be verified
- Copies of claimed credentials, such as a CSET score report, a registration certificate (登録証), program completion certificate (修了証明書), examination pass certificate (合格証書), or teaching license (教員免許状)
- Official proficiency score reports, if proficiency is demonstrated by a third-party testing service
- For Criterion C through CSET: an ACTFL OPI score report or a recorded sample of unscripted interpersonal conversation in Japanese, addressing prompts provided by the Japanese program
- For Japanese-medium education: documentation identifying the institution, program, and language of instruction
- For teaching experience: employment records (在職証明書 or equivalent) listing the institution, terms, and courses taught
- For professional work experience with advanced Japanese language proficiency: letters from employers, clients, or agencies, or contracts, describing the nature and dates of the work and confirming that it required advanced Japanese proficiency

- For programs that no longer exist and do not issue transcripts or employment records: a completion certificate, a published program description, or letters of reference on official letterhead from former advisors or colleagues
- English-language documents issued by the institution, or English translations with a signed statement of accuracy by a professional translator, MiraCosta faculty or staff, or equivalent. Foreign degrees are evaluated according to District Human Resources policy.

Part II. Rationale

This part explains why Japanese-specific guidelines are needed. It is background for reviewers and is not part of the policy language.

These guidelines support the California Community Colleges' commitment to diversity, equity, inclusion, and accessibility by widening the pool of well-qualified instructors while keeping the proficiency and pedagogy requirements intact.

6. Limits of the Current Framework

One standard for all languages does not reflect the time required to learn Japanese. The state Minimum Qualifications apply the same degree-based standard to every language. The U.S. Foreign Service Institute, which trains government personnel to professional working proficiency, places Japanese in its most demanding category for native English speakers: about **88 weeks (2,200 class hours)** of full-time instruction exclusively on Japanese, compared with **24–30 weeks (600–750 class hours)** for languages such as Spanish, French, or Italian. Japanese takes roughly three times as long, or longer. A degree earned in the same number of years therefore does not guarantee the same level of proficiency in Japanese as in a European language, and the qualification that matters is the candidate's demonstrated proficiency, not the time spent in school.

The single-discipline framework has not kept pace with the field or with the needs of today's students. The current Minimum Qualifications and local equivalency treat a degree in the language or its literature as the main proof of readiness to teach. That model predates current understanding of language teaching, which draws on second-language acquisition, applied linguistics, intercultural communication, learning sciences, and the subject areas students bring from their own fields. A narrow degree-title test excludes instructors whose preparation is broader, more current, and better matched to communicative teaching.

7. Conditions Specific to Japanese at the District

- **Degree title is a weak predictor of readiness to teach.** The International Languages Department is organized around a communicative, proficiency-oriented approach. Because Japanese takes so long to master (see Section 6), a master's degree in Japanese or Japanese literature does not by itself document the advanced productive proficiency or the language-teaching preparation that the program requires, while many Japanese instructors holding degrees in other fields have proven to be effective with training in foreign language teaching methodologies.
- **Well-qualified candidates may be available through Japan's teacher-preparation system.** Credentials such as the Registered Japanese-Language Teacher qualification, Japanese-language teacher training programs recognized by the Japanese government, and national long-term training programs do not map onto U.S. degree titles and are currently not acknowledged in our equivalency process.
- **The applicant pool is small and shrinking.** Many experienced Japanese instructors are retiring, and effective instructors are in high demand across the region. MiraCosta's location narrows the pool further: the District is roughly an hour from the major population centers, and part-time instructors, who often teach at multiple colleges, tend to choose assignments with shorter commutes. Some instructors do live nearby or are willing to commute. Many of them teach successfully at major universities and other community colleges, yet they are ineligible at MiraCosta solely because of their degree title. The current requirement shrinks an already limited pool.

8. Teaching Methodology Transfers Across Languages

Many capable Japanese instructors were trained to teach another language, most often ESL. The principles of second-language acquisition, communicative teaching, curriculum design, and assessment apply across languages. ACTFL's teacher-preparation

standards, the California Commission on Teacher Credentialing's World Languages pedagogy matrix, and TESOL International Association standards all treat these as competencies shared across languages. For that reason, the guidelines accept methodology preparation in any language, while separately requiring Japanese proficiency and knowledge of Japanese linguistics.

9. Interdisciplinary Preparation and Career Connections

Language teaching is interdisciplinary by nature. Teaching a living language draws on linguistics, culture, history, social structure, the psychology of learning, and the subjects students bring from their own majors and careers. The instructor's breadth of knowledge beyond the Japanese language is not an equivalency requirement, but it is a strength the program can consider when screening applicants.

- **Multiple perspectives.** A field such as cultural anthropology brings multiple perspectives on culture, identity, and social practice, which is directly useful in teaching language as lived communication. Fields such as sociology, business, and the health sciences support content-based instruction and career-related Japanese.
- **Diversity, equity, and inclusion.** Instructors from varied disciplinary and cultural backgrounds help students see that Japanese is used by diverse speakers in diverse communities, and help connect Japanese to the goals of students in every program, including career-education students.
- **Meaningful learning and career connections.** Many of the District's students are first-generation, returning, or working adults, and many arrive with limited prior academic preparation. They learn most effectively when new language is tied to situations they recognize and goals they hold. Instructors who can connect Japanese to real workplaces, community settings, and students' own majors give students a foundation on which further learning can build, and can point them toward internships, study abroad, transfer, and careers. Language study can also support students' career goals directly; for example, California

community college nursing programs that use multicriteria admission can award points for proficiency in a language other than English. An instructor's background in a field other than Japanese can be an asset in making these connections.

Part III. Reference for Reviewers

This part explains credentials and terms that appear in the guidelines. It is provided to help reviewers evaluate applications and is not part of the policy language.

Relationship to the Minimum Qualifications

The current local equivalency accepts a bachelor's degree in Japanese Language & Literature or Japanese Literature in place of the degree "in Japanese." The state Minimum Qualifications accept a bachelor's degree in Japanese combined with a master's degree in another language or linguistics; these guidelines identify documented preparation equivalent to each part.

Precedent in the state ESL qualifications. The state Minimum Qualifications for ESL already accept a bachelor's degree in "any foreign language with a TESL certificate" combined with a master's degree in one of several fields. Pairing a degree with documented teaching preparation is a structure the state itself uses.

A. Japanese-Language-Teacher Preparation in Japan

Japan trains and registers Japanese-language teachers through several routes. Each route involves structured coursework designed to develop three competencies defined by the Agency for Cultural Affairs and MEXT:

- **Knowledge** of language and culture, Japanese-language teaching, and the social context of Japanese-language education, including policies affecting foreign residents and multicultural coexistence
- **Skills** in teaching and in supporting learners' learning and

participation in society

- **Professional attitudes** as a language educator, toward learners, and toward cultural diversity and social issues

Credential	What it is	Where it counts
Registered Japanese-Language Teacher 登録日本語教員	National qualification (2024–) under MEXT. Requires the Japanese-Language Teacher Examination and practical training, or a transitional route.	Criteria A and B
University Japanese-language teacher training program 日本語教員養成課程（主専攻・副専攻）	Major (45+ units) or minor (26+ units) program; registered programs under the new national system require 25–26+ units of undergraduate or graduate level courses. Includes a practicum.	Criteria A and B
Non-degree Japanese-language teacher training program 日本語教師養成研修	Non-degree program of 420 or more instructional hours (375 or more under the new national system), often offered by a professional training college (専門学校), a recognized postsecondary institution in Japan's school system. Accepted by the Agency for Cultural Affairs (文化庁届出受理) or registered under the new national system. Includes a practicum.	Criteria A and B
Japanese Language Teaching Competency Test 日本語教育能力検定試験（JEES）	National knowledge examination in Japanese linguistics, language education, and related areas. No practicum.	Not on its own
NINJAL long-term training 国立国語研究所 日本語教育長期専門研修・上級研修	Full-time training for ten months formerly offered by the National Institute for Japanese Language and Linguistics. Includes practicum.	Criteria A and B

Credential	What it is	Where it counts
Japan Foundation long-term training 国際交流基金日本語国際センター長期研修	Long-term training and graduate programs for teachers of Japanese outside Japan. Includes practicum.	Criteria A and B
Teaching license: Japanese language arts 教員免許状「国語」	Secondary teaching license requiring university study of Japanese language, literature, and classical Japanese, plus teaching methods and student teaching (59 units).	• Criterion B if transcript shows linguistics units • Criterion C
Teaching license: foreign language 教員免許状「外国語」	Secondary teaching license with foreign-language teaching methods and student teaching (59 units).	Criteria A and C

Training programs are not the same as registration. Completion of a university Japanese-language teacher training program (日本語教員養成課程) or a non-degree Japanese-language teacher training program (日本語教師養成研修) recognized by the Japanese government satisfies Criteria A and B, even if the candidate has not registered as a Registered Japanese-Language Teacher. Registration requires a separate examination and is intended for teaching at certified institutions in Japan. Instructors who teach outside Japan may complete the training without registering. Likewise, a candidate who has met all requirements for registration is treated the same as a registered teacher, whether or not the candidate has registered and regardless of when the requirements were met.

Level of coursework. Japan's national standards for Japanese-language teacher preparation are set in units or instructional hours rather than by graduate degree: either 26 university units or 420 instructional hours, for example at a professional training college (専門学校). Consistent with that standard, coursework under Criteria A and B may be

postsecondary-level coursework or an equivalent non-degree

> program such as a non-degree Japanese-language teacher training program recognized by the Japanese government. The master's-degree requirement is separate and still required.

B. CSET: Japanese

The California Subject Examinations for Teachers (CSET): Japanese is the examination California uses to verify Japanese subject-matter competence for the Single Subject Teaching Credential. The CSET does not document competence in teaching methodology.

- **Subtest I:** general linguistics and the linguistics of Japanese (Criterion B)
- **Subtest II:** literary and cultural texts and traditions, and cultural analysis and comparison (Criterion C)
- **Subtest III:** oral expression, listening comprehension, reading comprehension, and written expression (Criterion C). Note that the speaking test is limited to presentational speaking. It does not assess interactive, interpersonal, and adaptive speaking, which is critical for communicative competence. For this reason, the guidelines pair Subtests II and III with an ACTFL OPI rating or a recorded sample of interpersonal conversation.

C. Japanese Language Proficiency Tests

The tests below are offered by the American Council on the Teaching of Foreign Languages (ACTFL), the U.S. government's Interagency Language Roundtable (ILR), and the Japan Foundation and Japan Educational Exchanges and Services (the Japanese-Language Proficiency Test, JLPT). CEFR refers to the Common European Framework of Reference for Languages.

Skill	Acceptable test results
Listening	ACTFL Listening Proficiency Test (LPT): Superior ILR Listening Level 3 JLPT N1 with CEFR C1 indicated for listening

Skill	Acceptable test results
Reading	ACTFL Reading Proficiency Test (RPT): Superior ILR Reading Level 3 JLPT N1 with CEFR C1 indicated for reading
Speaking	ACTFL Oral Proficiency Interview (OPI): Superior ILR Speaking Level 3
Writing	ACTFL Writing Proficiency Test (WPT): Superior ILR Writing Level 3

> CEFR C1 or higher from any test that reports CEFR levels for the specific skill may also be accepted for that skill. JLPT N1 without CEFR C1 indicated for the section is supporting evidence only.

D. Learning, Cognition, and Instructional Design

Criterion A includes coursework related to learning, cognition, and instructional design, sometimes grouped under the name Learning Sciences.

Typical course titles: Cognition and Learning; Theories of Learning; Design of Learning Environments; Motivation and Learning; Assessment of Learning; Learning with Technology; Online Course Design; Collaborative Learning.

Related fields: Instructional Design; Learning Design and Technology; Educational Psychology; Curriculum and Instruction; Online/Distance Education; Educational Technology, when the coursework is primarily about teaching and learning rather than operating technology.

E. Common Ways to Meet the Criteria

Profile	How the criteria are met
Master's degree in TESOL or applied linguistics	The master's degree satisfies Criterion A. Criteria B and C are documented separately.

Profile	How the criteria are met
Master's degree in any discipline with separate preparation	Criteria A, B, and C are each documented separately (for example, TESOL coursework, Japanese linguistics coursework or teaching experience, and a Japanese-medium degree).
Master's degree in any discipline with Japan-system teacher training	Completion of a Japanese-language teacher training program recognized by the Japanese government, or the Registered Japanese-Language Teacher (登録日本語教員) qualification, satisfies both Criteria A and B. Criterion C is documented separately.

F. Worked Examples

Candidate	How the criteria are met	Result
Bachelor's in economics from a Japanese university; MBA (U.S.); completed a Japanese-language teacher training program recognized by the Japanese government (日本語教師養成研修)	• Degree: master's in any discipline • Criteria A and B: Japanese-language teacher training program recognized by the Japanese government • Criterion C: Bachelor's from a Japanese university	Equivalent
MA in TESOL (U.S.) with practicum; learned Japanese as an additional language; passed CSET: Japanese I–III	• Criterion A: MA in TESOL • Criterion B: CSET Subtest I • Criterion C: CSET + ACTFL OPI rating or a recorded conversation sample	Equivalent, pending the OPI rating or recorded conversation sample
MA in applied linguistics; ACTFL Superior (OPI and WPT); taught Japanese for four semesters at two colleges, including one 8-week section	• Criterion A: MA in applied linguistics • Criterion B: teaching experience • Criterion C via ACTFL	Equivalent

Candidate	How the criteria are met	Result
Japanese university degree in Liberal Arts with a Japanese secondary-school teaching license in Japanese language arts (教員免許状「国語」); MA in sociology (U.S.); taught Japanese part-time for five semesters	• Degree: Masters in any discipline • Criteria A and B: Japanese language arts teaching license + teaching experience • Criterion C: Japanese university degree	Equivalent
MA in cultural anthropology; bachelor's in biology from a Japanese university; 40-hour self-paced online TEFL certificate	Not met: certificate does not meet Criterion A (below 9 semester units or equivalent); no Japanese linguistics coursework, CSET, or training program for Criterion B	Not equivalent
MS in engineering; native speaker of Japanese; occasional tutoring	Not met	Not equivalent

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- NINJAL Repository, Japanese-language teacher education research and training programs (1998); Advanced Training program reports (2002, 2005); Research Materials Room record fo0263.
- Japan Foundation, Japanese-Language Institute training program records (2007).
- Education Personnel Certification Act enforcement regulations, as summarized in Waseda University and Okayama University teacher-licensure handbooks (59-unit requirement).
- U.S. Department of State, Foreign Service Institute, Foreign Language Training (language categories and expected training lengths). state.gov/foreign-language-training
- California Educator Credentialing Examinations, CSET: Japanese test structure and Subtest III sample items. ctcexams.nesinc.com
- California Community Colleges, Minimum Qualifications for Faculty and Administrators (ESL and Foreign Languages).
- Cambridge English, About CELTA (120 contact hours with assessed teaching practice). cambridgeenglish.org
- ACTFL Proficiency Guidelines 2024; ACTFL Teacher Preparation Standards; ILR skill level descriptions.
- JLPT, CEFR reference indications on score reports (December 2025–).
- California Commission on Teacher Credentialing, World Languages subject-matter requirements and pedagogy matrix.

- TESOL International Association teacher-preparation standards; International Society of the Learning Sciences.

MiraCosta College Community Hour

Co-curricular learning and engagement for students

Community Hour

Intentional and purpose-driven events and programs that foster student success, belonging, and skill development outside of the classroom.

Programs and events are aligned with the Co-Curricular Learning Model, which promotes equitable and holistic student success through intentional co-curricular engagement. They meet at least one of the five Co-Curricular Learning Outcomes.



Co-Curricular Learning Outcomes

1. **Leadership Development** - Students will demonstrate the ability to communicate effectively, think critically, collaborate in teams, and leverage technology to lead and solve problems.

2. **Career Readiness** - Students will progress from exploring majors and career interests to gaining hands-on experience, through internships and other career-related opportunities, that prepare them for future employment.

3. **Cultural Enrichment** - Students will participate in culturally-relevant, antiracist, and socially just activities to develop self-awareness and cultural humility while engaging in dialogue across differences to foster inclusive communities.

4. **Personal Well-Being** - Students will practice habits that promote physical and mental health, manage stress effectively, build resilience, and cultivate positive relationships.

5. **Civic Engagement** - Students will participate in service and demonstrate civic and social responsibility to contribute meaningfully to their communities.

When is it?

- Oceanside Campus: Every Tuesday from 12:30p - 1:30p
- San Elijo Campus: Twice a month from 12:30p - 1:30p
- Community Learning Center (CLC): Once a month from 11:45a - 12:45p

MiraCosta College

STUDENT AFFAIRS

Fall 2026

MiraCosta College
Three-Year Workforce Planning, Community-Funded Allocation Process, and 50% Law Sustainability Plan
FY 2027-28 through FY 2029-30

Purpose

As a community-funded district, MiraCosta College has a unique responsibility to maximize the effective use of local property tax revenues while maintaining compliance with California's 50% Law and preserving the flexibility needed to meet student and institutional needs. This plan establishes an integrated framework for workforce planning, budget development, position management, classification review, and community-funded resource allocation. The plan ensures the organization proactively evaluates staffing decisions, position coding, organizational structures, and budget allocations before adopting budgets.

50% Law and Fiscal Sustainability Framework

California's 50% Law requires community college districts to spend at least 50% of the District's Current Expense of Education on classroom instructor salaries. Compliance with the 50% Law depends not only on the number of instructional faculty employed, but also on staffing allocations, organizational structures, employee classification and coding practices, compensation decisions, services and operating allocation, and budget development processes.

As a community-funded district, MiraCosta College has more flexibility in local revenue than apportionment-funded districts. However, that flexibility requires deliberate planning to allocate resources in ways that support student success, instructional priorities, and long-term fiscal sustainability while maintaining compliance with the 50% Law.

The district will formally incorporate 50% Law analysis early in the annual budget development rather than treating compliance as a year-end review. Through position control, workforce forecasting, vacancy management, and developing a districtwide staffing plan, the district will evaluate the impact of staffing and compensation decisions before adopting budgets.

The Classification and Compensation Study, scheduled for completion in Spring 2027, will be a key component of this effort. In addition to reviewing classification structures and compensation practices, the study will validate job duties, assess organizational alignment, and ensure positions are coded appropriately based on the work being performed. Accurate position coding is critical to ensuring workforce reporting and 50% Law calculations properly reflect instructional and non-instructional activities.

The district will also evaluate its budgeting and resource allocation methods to ensure funding practices support instructional priorities while maintaining enough flexibility to

respond to changing student and operational needs. By developing a Community-Funded Resource Allocation Framework, supported by Board Policy and Administrative Procedure, MiraCosta will establish a transparent, sustainable process for aligning financial resources, workforce investments, and institutional priorities.

Together, these efforts will create a proactive framework that integrates workforce planning, budget development, organizational effectiveness, and policy governance to support long-term compliance with the 50% Law and responsible stewardship of the district's community-funded resources.

Strategic Priority 1: Workforce Staffing, Position Management, and Budget Planning

Objective: Establish a systematic process to evaluate the impact of staffing decisions on 50% Law compliance during budget development and resource allocation discussions.

- Implement districtwide position control as part of the annual budget development process.
- Maintain a centralized inventory of authorized positions, funding sources, vacancy status, and organizational assignments.
- Review and standardize position coding to improve reporting accuracy and workforce data integrity.
- Conduct annual reviews of position allocations and staffing expenditures during budget development.
- Develop forecasting tools that evaluate the impact of staffing changes on projected 50% Law calculations before adoption of tentative and final budgets.
- Update Board Policies and Administrative Procedures to codify workforce planning, position control, staffing review, and budget forecasting processes.

Desired Outcome: Accurate forecasting of 50% Law compliance and sustainable workforce management practices.

Strategic Priority 2: Classification, Compensation, and Organizational Alignment

- Review recommendations from the Classification and Compensation Study upon completion in Spring 2027.
- Utilize study findings to validate and improve position coding methodologies.
- Identify positions that may be more appropriately coded based on actual duties and responsibilities.
- Engage collective bargaining groups regarding negotiable impacts and implementation strategies.
- Establish a recurring classification review process and update policies and procedures.

Desired Outcome: Improved alignment between job duties, classifications, coding, and compensation.

Strategic Priority 3: Districtwide Staffing Plan and Resource Alignment

- Develop a multi-year staffing plan informed by enrollment, student needs, service levels, workforce demographics, and fiscal capacity.
- Establish a formal vacancy review process prior to recruitment.
- Conduct annual reviews of staffing allocations and workforce needs.
- Integrate staffing recommendations into annual budget development and resource allocation decisions.

Desired Outcome: Strategic workforce investments aligned with institutional priorities.

Strategic Priority 4: Workforce Transition and Organizational Sustainability

- Evaluate voluntary early retirement incentive options.
- Implement succession planning for key and difficult-to-fill positions.
- Develop workforce reskilling and redeployment opportunities as positions evolve.
- Conduct periodic organizational lifecycle reviews and update policies and procedures.

Desired Outcome: Increased workforce flexibility and preservation of institutional knowledge.

Strategic Priority 5: Community-Funded Allocation Process and Fiscal Sustainability

- Develop a districtwide community-funded allocation framework.
- Evaluate resource allocation methodologies used by both community-funded and apportionment-funded districts.
- Incorporate 50% Law forecasting into annual budget development and staffing decisions before budget adoption.
- Codify allocation principles through Board Policy and Administrative Procedure.
- Establish annual review processes to evaluate effectiveness and recommend adjustments.
- Ensure allocation methodologies support instructional and facilities priorities while maintaining flexibility to address student and operational needs.

Desired Outcome: Long-term fiscal sustainability, transparency, and alignment of resources with district priorities.

Three-Year Implementation Timeline

Year	Major Activities
FY 2027-28	Position control, coding review, classification study review, bargaining, staffing plan development, evaluate faculty release time for consideration of reduction, community-funded allocation framework development, policy review.
FY 2028-29	Implement negotiated changes, complete staffing plan, succession planning, vacancy review process, develop 50% Law

	forecasting tools, draft allocation policies.
FY 2029-30	Implement reskilling strategies, adopt allocation policies, integrate planning into budget development, ongoing assessment and continuous improvement.

Expected Results

- Institutionalized position control as a core component of budget development.
- Improved position coding and reporting accuracy.
- Negotiated and implemented applicable classification and compensation changes.
- Developed and implemented a comprehensive districtwide staffing plan.
- Integrated 50% Law forecasting into annual budget development and staffing decisions.
- Established a community-funded allocation framework supported by Board Policy and Administrative Procedure.
- Created sustainable processes for succession planning, workforce development, and organizational review.

Success Measure: MiraCosta College establishes an integrated workforce and financial planning framework that proactively evaluates the impact of staffing, compensation, classification, and budget decisions on 50% Law compliance; maximizes the strategic use of community-funded resources; and ensures staffing and financial investments remain aligned with student success, instructional priorities, and long-term fiscal sustainability.

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

2026 Fall Plenary Session Resolutions

Preliminary Plenary Resolutions Packet

ASCCC RESOLUTIONS COMMITTEE 2026-2027

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Legislative Advocate: Austin J. Webster

Table of Contents

CONSENT CALENDAR **3**
RESOLUTIONS CATEGORIES **5**
PROPOSED RESOLUTIONS **6**
101. CURRICULUM **6**
*101.01 F26 Common Course Numbering Course Template Iterative Review Process 6
*101.02 F26 Transparency in Cal-GETC Course Review and Denials 6
*+101.02.01 F26 Amend 101.02 F26 Transparency in Cal-GETC Course Review and Denials 7
*101.03 F26 Resources and Guidance Regarding Mirrored Courses 7
+101.04 F26 Protecting Modality-Neutral Articulation and Transfer of California Community College Courses 7
*+101.05 F26 Create a Paper on Direct Assessment Competency-Based Education 9
#101.06 F26 Academic Freedom and Transferable Mathematics Articulation 9
102. DEGREE AND CERTIFICATE REQUIREMENTS **10**
*102.01 F26 Develop Guidance on Catalog Rights and Cal-GETC 10
*102.02 F26 Update Intersegmental Pass-Along Practices for Cal-GETC 10
+102.03 F26 Defining the Accelerated Applied Baccalaureate Degree in Title 5 11
+102.04 F26 Add Accelerated Applied Baccalaureate Degrees to Title 5 12
+102.05 F26 Change Requirements of Baccalaureate Degrees to Accelerated Baccalaureate Degrees in Title 5 14
#102.06 F26 Decrease Upper Division General Education Requirements 15
103. GRADING POLICIES **15**
104. EDUCATIONAL PROGRAM DEVELOPMENT **15**
*+104.01 F26 Updating Guidance on Faculty and Academic Senate Participation in College and Career Access Pathways (CCAP) Partnerships 15
105. STUDENT PREPARATION AND SUCCESS **16**
+105.01 F26 In-Person Assessments for Classes 16
*#105.01.01 F26 Amend 105.01 F26 In-Person Assessments for Classes 17
*+105.02 F26 Supporting Accessibility of Discipline-Specific and Specialized Instructional Content 17
*+105.03 F26 Clarifying Math Expectations of Transfer Students 18
*+105.04 F26 Revisiting Default Placement Rules for Math 19
106. GOVERNANCE STRUCTURES **20**
*+106.01 F26 Faculty Governance and Equitable Review of Artificial Intelligence Technologies in the California Community Colleges 20
*+106.02 F26 Gathering Data on Local Academic Senate Leadership Structures and Compensation 22
107. ACCREDITATION **22**
108. PROFESSIONAL DEVELOPMENT **22**
*108.01 F26 Establishing a Community of Practice for Local Academic Senate Presidents 22
*+108.02 F26 Recognize November as Artificial Intelligence Literacy Month 23
*+108.03 F26 Improve Access to Presentation Materials at ASCCC Events 24
*+108.04 F26 Commending the All-African Diaspora Education Summit and Future Pan-African Professional Learning Opportunities 24
109. PROGRAM REVIEW **25**

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT 25
110.01 F26 Institutional Planning and Budgeting Support for Transfer Centers 25
*+110.02 F26 Faculty Consultation on the Use of Categorical Funds and Block Grants With Local Flexibility .. 26
*+110.03 F26 Funding the Promise of Access 27
*+110.04 F26 Community College Reserve Policies and Faculty Participation in Budget Development 28
111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES 29
*+111.01 F26 Senator Emeritus for Virginia "Ginni" May 29
*+111.02 F26 Climate Action and Environmental Sustainability Task Force 30
*+111.03 F26 Supporting the Autonomy, Cultural Foundations, Representation, and Development of the Autonomous Disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, Referred to as Ethnic Studies..... 30
*+111.04 F26 Publicly Recognize Outgoing Local Academic Senate Leadership 32
*#111.05 F26 Resolution on Increasing Academic Senate Dues 32
*#111.06 F26 Resolution on Local Academic Senate President Approval of ASCCC Faculty Appointments..... 33
112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS 34
*112.01 F26 Adopt the Updated ASCCC Paper, "Faculty Hiring Processes and Procedures" 34
113. LEGISLATION AND ADVOCACY 35
113.01 F26 Removal of "Master" from the California Master Plan for Higher Education 35
*#113.02 Ensuring Faculty Voice in the Recommendation of Legislative Clean-up Language and/or Clarifying Edits to AB 2694 and SB 960 35
114. CONSULTATION WITH THE CHANCELLOR'S OFFICE 36
114.01 F26 Minimum Qualifications for Mirrored Courses 36
*+114.02 F26 Reactivating the CCCCO Library and Learning Resources Program Advisory Committee (LLRPAC) 36
*+114.03 F26 Common Course Numbering: A Common-Sense Timeline 37
*+114.04 F26 Common Course Numbering: Keep the Prefixes Common 37

Legend:

* indicates a resolution or amendment on the consent agenda
+ indicates a resolution or amendment forwarded from an Area meeting
# indicates a resolution or amendment received between the Area meeting and 22 October 2026, the last day to submit non-urgent resolutions
^ indicates an urgent resolution or an amendment received by the 6 November 2026 deadline during the 2026 Fall Plenary Session

CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the Plenary Session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation, however no reasons need to be given to remove an item from consent.

101. CURRICULUM 6

*101.01 F26 Common Course Numbering Course Template Iterative Review Process 6

*101.02 F26 Transparency in Cal-GETC Course Review and Denials 6

*+101.02.01 F26 Amend 101.02 F26 Transparency in Cal-GETC Course Review and Denials 7

*101.03 F26 Resources and Guidance Regarding Mirrored Courses 7

*+101.05 F26 Create a Paper on Direct Assessment Competency-Based Education 9

102. DEGREE AND CERTIFICATE REQUIREMENTS 10

*102.01 F26 Develop Guidance on Catalog Rights and Cal-GETC 10

*102.02 F26 Update Intersegmental Pass-Along Practices for Cal-GETC 10

103. GRADING POLICIES 15

104. EDUCATIONAL PROGRAM DEVELOPMENT 15

*+104.01 F26 Updating Guidance on Faculty and Academic Senate Participation in College and Career Access Pathways (CCAP) Partnerships 15

105. STUDENT PREPARATION AND SUCCESS 16

*#105.01.01 F26 Amend 105.01 F26 In-Person Assessments for Classes 17

*+105.02 F26 Supporting Accessibility of Discipline-Specific and Specialized Instructional Content 17

*+105.03 F26 Clarifying Math Expectations of Transfer Students 18

*+105.04 F26 Revisiting Default Placement Rules for Math 19

106. GOVERNANCE STRUCTURES 20

*+106.01 F26 Faculty Governance and Equitable Review of Artificial Intelligence Technologies in the California Community Colleges 20

*+106.02 F26 Gathering Data on Local Academic Senate Leadership Structures and Compensation 22

107. ACCREDITATION 22

108. PROFESSIONAL DEVELOPMENT 22

*108.01 F26 Establishing a Community of Practice for Local Academic Senate Presidents 22

*+108.02 F26 Recognize November as Artificial Intelligence Literacy Month 23

*+108.03 F26 Improve Access to Presentation Materials at ASCCC Events 24

*+108.04 F26 Commending the All-African Diaspora Education Summit and Future Pan-African Professional Learning Opportunities 24

109. PROGRAM REVIEW 25
110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT 25
*+110.02 F26 Faculty Consultation on the Use of Categorical Funds and Block Grants With Local Flexibility .. 26
*+110.03 F26 Funding the Promise of Access 27
*+110.04 F26 Community College Reserve Policies and Faculty Participation in Budget Development 28
111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES 29
*+111.01 F26 Senator Emeritus for Virginia "Ginni" May 29
*+111.02 F26 Climate Action and Environmental Sustainability Task Force 30
*+111.03 F26 Supporting the Autonomy, Cultural Foundations, Representation, and Development of the Autonomous Disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, Referred to as Ethnic Studies..... 30
*+111.04 F26 Publicly Recognize Outgoing Local Academic Senate Leadership 32
*#111.05 F26 Resolution on Increasing Academic Senate Dues 32
*#111.06 F26 Resolution on Local Academic Senate President Approval of ASCCC Faculty Appointments..... 33
112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS 34
*112.01 F26 Adopt the Updated ASCCC Paper, "Faculty Hiring Processes and Procedures" 34
113. LEGISLATION AND ADVOCACY 35
*#113.02 Ensuring Faculty Voice in the Recommendation of Legislative Clean-up Language and/or Clarifying Edits to AB 2694 and SB 960 35
114. CONSULTATION WITH THE CHANCELLOR'S OFFICE 36
*+114.02 F26 Reactivating the CCCCO Library and Learning Resources Program Advisory Committee (LLRPAC) 36
*+114.03 F26 Common Course Numbering: A Common-Sense Timeline 37
*+114.04 F26 Common Course Numbering: Keep the Prefixes Common 37

RESOLUTIONS CATEGORIES

101. Curriculum
102. Degree and Certificate Requirements
103. Grading Policies
104. Educational Program Development
105. Student Preparation and Success
106. Governance Structures
107. Accreditation
108. Professional Development
109. Program Review
110. Institutional Planning and Budget Development
111. Academic Senate for California Community Colleges
112. Hiring, Minimum Qualifications, Equivalency, and Evaluations
113. Legislation and Advocacy
114. Consultation with the Chancellor's Office

PROPOSED RESOLUTIONS

101. CURRICULUM

*101.01 F26 Common Course Numbering Course Template Iterative Review Process

Whereas, The Intersegmental Committee of the Academic Senates issued a memo[1] that enables Common Course Numbering (CCN) course templates to be used for University of California baseline transferability and the California General Education Transfer Curriculum (Cal-GETC) and includes an iterative feedback process for template improvement;

Whereas, Articulation processes, such as University of California baseline transferability and the California General Education Transfer Curriculum, have a single annual submission deadline, with the exception of technical revisions; and

Whereas, Common Course Numbering course template refinement involves a single template for a course rather than up to 115 course outlines of record for a single course;

Resolved, That the Academic Senate for California Community Colleges collaborate with the Intersegmental Committee of the Academic Senates (ICAS), University of California Office of the President (UCOP), California State University Chancellor's Office (CSUCO), and California Community Colleges Chancellor's Office (CCCCO) to develop processes for additional submission opportunities which includes a timeline for updating Common Course Numbering (CCN) templates based on received feedback that incorporates time for CCN faculty workgroup revisions and resubmission for review within the same submission cycle.

Contact: Erik D. Reese, ASCCC Transfer, Articulation, and Student Services Committee

*101.02 F26 Transparency in Cal-GETC Course Review and Denials

Whereas, California community college faculty rely on the published California General Education Transfer Curriculum (Cal-GETC) Standards and Guiding Notes when developing and submitting general education courses for Cal-GETC approval;

Whereas, California General Education Transfer Curriculum course denials may not provide sufficient information for faculty to understand the basis for denial or how to revise a course for resubmission; and

Whereas, Transparency and timely reconsideration of course decisions are essential to a consistent and effective intersegmental course review process;

Resolved, That the Academic Senate for California Community Colleges advocate for California General Education Transfer Curriculum (Cal-GETC) course denial feedback that identifies the elements of the submitted Course Outline of Record (COR) that did not meet the applicable Cal-GETC Standards rather than solely restating published Standards or Guiding Notes;

Resolved, That the Academic Senate for California Community Colleges work intersegmentally to develop and publish California General Education Transfer Curriculum (Cal-GETC) course review criteria, such as a rubric or similar resource, that demonstrates how the Cal-GETC Standards and Guiding Notes are applied to course outlines of record; and

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS), University of California Office of the President (UCOP), California

[1] May 2026 ICAS Common Course Numbering Templates Memo

State University Chancellor's Office (CSUCO), and California Community Colleges Chancellor's Office (CCCCO) to establish a timely process for reconsideration or appeal of California General Education Transfer Curriculum (Cal-GETC) course denials without requiring colleges to wait until the next annual submission cycle.

Contact: Erik D. Reese, ASCCC Transfer, Articulation, and Student Services Committee

*+101.02.01 F26 Amend 101.02 F26 Transparency in Cal-GETC Course Review and Denials

Add a 4th whereas

Whereas, Colleges have limited opportunities to seek clarification regarding denial decisions, to discuss the reviewers' interpretations of published standards, or to provide additional context regarding the submitted Course Outline of Record (COR), which may hinder consistency, transparency, and continuous improvement in the course review process;

Amend the 2nd resolved

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS), University of California Office of the President (UCOP), California State University Chancellor's Office (CSUCO), and California Community Colleges Chancellor's Office (CCCCO) to establish a formal and timely process for communication and clarification between colleges and California General Education Transfer Curriculum (Cal-GETC) reviewers, including opportunities to discuss denial decisions, interpretations of standards, and potential course revisions prior to or as part of a reconsideration process as well as reconsideration or appeal of California General Education Transfer Curriculum (Cal-GETC) course denials without requiring colleges to wait until the next annual submission cycle.

Contact: Randy Beach, Southwestern College, Area D

*101.03 F26 Resources and Guidance Regarding Mirrored Courses

Whereas, Mirrored courses refer to offering both credit and noncredit versions of the same course providing additional opportunities for students;

Whereas, There is growing interest in offering mirrored courses across the state and local implementation raises questions regarding curriculum and student guidance; and

Whereas, California Code of Regulations Title 5 §55062 provides a possible mechanism for students to receive credit for prior learning for noncredit courses if both noncredit and credit versions of the course exist at the college;

Resolved, That the Academic Senate for California Community Colleges develop resources that provide guidance regarding appropriate uses of mirrored courses in the best interest of students, including good practice of awarding credit for prior learning for mirrored noncredit courses, and present them to the field by the Spring 2028 Plenary Session.

Contact: Erik D. Reese, ASCCC Noncredit, Pre-Transfer, and Continuing Education Committee

+101.04 F26 Protecting Modality-Neutral Articulation and Transfer of California Community College Courses

Whereas, California Community College students rely on established articulation agreements to make informed educational plans, determine how completed coursework will apply toward transfer requirements, and progress

efficiently toward degrees; and failure to honor established articulation agreements can result in repeated coursework, additional costs and requirements, and delayed transfer or degree completion;[2]

Whereas, The California Community Colleges Chancellor's Office clarified in an October 2026 Dear Colleagues communication that there has been no change to California State University (CSU) articulation policy for online courses; that mathematics (which has been the subject of a CSU Math Council Resolution)[3] and other courses should continue to be accepted regardless of modality consistent with existing policy; and that articulation decisions should be based on established curricular criteria rather than whether a course or its assessments were delivered online or included in-person proctoring;[4]

Whereas, The Intersegmental Committee of the Academic Senates (ICAS) has long recognized the Course Outline of Record (COR) as foundational to articulation and, in its May 15, 2026 Common Course Numbering (CCN) Templates Memo, addressed the use of faculty-developed CCN templates as a basis for transferability and articulation determinations; the Academic Senate for California Community Colleges likewise describes the COR[5] as the official curricular document establishing the content, objectives, methods of evaluation, and other elements expected across sections of a course;[6] and

Whereas, Title 5 §53200 identifies curriculum, including establishing prerequisites and placing courses within disciplines, as an academic and professional matter, and the Academic Senate for California Community Colleges has previously affirmed that instructional modality is within faculty purview and that faculty retain professional discretion in implementing an approved Course Outline of Record (COR) while meeting its required content, objectives, and evaluation expectations;[7]

Resolved, That the Academic Senate for California Community Colleges affirm that articulation and transfer determinations for California Community College courses should be based upon established curricular standards, including the approved Course Outline of Record (COR) and applicable Common Course Numbering (CCN) templates, and should not be denied solely because a course was offered online, included online assessments, or did not require in-person proctored examinations;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office (CCCCO), Academic Senate of the California State University (ASCSU), Intersegmental Committee of the Academic Senates (ICAS), and other appropriate intersegmental partners to promote consistent implementation of modality-neutral articulation practices and to ensure that established articulation agreements are honored regardless of the modality in which a course was completed; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, curriculum committees, articulation officers, counseling faculty, discipline faculty, admissions and records professionals, and other appropriate college constituencies to identify and report instances in which established articulation or transfer credit is denied solely because of instructional modality or the absence of in-person proctored examinations to the California Community Colleges Chancellor's Office (CCCCO) and support systemwide efforts to resolve such inconsistencies so that students are not required to repeat successfully completed coursework or experience unnecessary barriers to transfer.

Contact: Stephanie Curry, Reedley College, Area A

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[2] ASSIST Resource Center. https://resource.assist.org

[3] CSU Mathematics Council. "Resolution Regarding Academic Integrity" (2026)

[4] Todd, James E., Ph.D., Vice Chancellor of Academic Affairs, California Community Colleges Chancellor's Office. Dear Colleagues communication regarding articulation of online mathematics and other courses, instructional modality, and in-person proctoring (October 2026)

[5] Academic Senate for California Community Colleges. The Course Outline of Record: A Curriculum Reference Guide. ASCCC. https://asccc.org/sites/default/files/COR.pdf

[6] Todd, James E., Ph.D., Vice Chancellor of Academic Affairs, California Community Colleges Chancellor's Office. Dear Colleagues communication regarding articulation of online mathematics and other courses, instructional modality, and in-person proctoring (October 2026)

[7] Academic Senate for California Community Colleges. Resolution 9.03 S21, "Faculty Purview over Course Modality," Spring 2021 Resolutions; and Beth Smith, "The Course Outline of Record vs. Academic Freedom," ASCCC Rostrum, September 2011.

*+101.05 F26 Create a Paper on Direct Assessment Competency-Based Education

Whereas, In June 2021 the Chancellor's Office launched the multi-year Direct Assessment Competency-Based Education (CBE) Collaborative comprised of eight pilot colleges tasked with developing California's first direct assessment CBE associate degree programs;

Whereas, The Direct Assessment Competency Based Education Collaborative's experience demonstrated that replacing time-based measurements of learning with demonstrations of mastery of competency requires diverse faculty leadership to address statewide and local academic and professional matters such as curriculum and program development standards, assessment, grading, student support, faculty roles, instructional delivery, regular and substantive interaction, credit-hour equivalency, and others;

Whereas, At its Fall 2025 Plenary Session, the Academic Senate for California Community Colleges endorsed the General Education Competencies developed by faculty representatives from the Direct Assessment Competency-Based Education Collaborative as an optional tool that colleges may adopt, adapt, or use to support the development of local associate degrees using a direct assessment competency-based approach; and

Whereas, Title 5 § 53200(c) recognizes academic senate authority over academic and professional matters, including curriculum, degree and certificate requirements, grading policies, standards regarding student preparation and success, faculty professional development, program review, and institutional planning, making faculty leadership essential to the design, development, approval, implementation, and continuous improvement of direct assessment Competency-Based Education programs;

Resolved, That the Academic Senate for California Community Colleges develop a paper on direct assessment competency-based education that explains the model and California regulatory context, documents lessons from the faculty experience of the Direct Assessment Competency-Based Education (CBE) Collaborative, and provides guidance for local academic senates to assert their 10+1 authority and ensure faculty leadership in the design, development, approval, implementation, and continuous improvement of direct assessment CBE curriculum and programs.

Contact: Dolores Davison, Foothill College, Area B

#101.06 F26 Academic Freedom and Transferable Mathematics Articulation

Whereas, The Academic Senate for California Community Colleges (ASCCC) has affirmed academic freedom[8], and the American Association of University Professors recognizes faculty responsibility for selecting instructional methods and assessing student performance, consistent with shared curricular responsibilities[9];

Whereas, The Intersegmental Committee of the Academic Senates (ICAS) identifies the Course Outline of Record (COR) as the official document applying to every offering of a course and urges receiving institutions to use it when evaluating course equivalency and student preparation for both articulation and placement[10];

Whereas, Some receiving institutions have added in-person proctored testing requirements for mathematics coursework after articulation agreements were published in Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) or through campus communications, raising concerns about assessment-based articulation conditions that can undermine faculty academic freedom and local curricular authority and create

[8] Academic Senate for California Community Colleges. Resolution 1.03 F18, Academic Freedom: ASCCC and Local Senate Recommendations (2018). https://www.asccc.org/sites/default/files/Resolutions%20Packet%20F18%20Saturday%20FINAL%20%281%29.pdf

[9] American Association of University Professors. The Freedom to Teach (2013). https://www.aaup.org/reports-publications/aaup-policies-reports/policy-statements/freedom-teach

[10] https://icas-ca.org/wp-content/uploads/2020/05/Memo-to-CSU-UC-Department-Chairs-and-Faculty.pdf

barriers for students with disabilities or employment, caregiving, transportation, geographic, or financial constraints; and

Whereas, Such practice can affect any program requiring mathematics or statistics, prevent recognition of prerequisites or major preparation, contribute to denial of program admission, disrupt Associate Degree for Transfer (ADT) pathways, and require repetition of coursework completed in reliance on published Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) agreements;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the Academic Senate of the California State University (ASCSU), the California State University Mathematics Council, and other intersegmental partners to address the unnecessary burden placed on students when they must gather syllabi, examination details, or proctoring documentation to establish acceptance of coursework already articulated on the basis of the approved Course Outline of Record (COR), and advocate for honoring those agreements without requiring students to substantiate individual instructors' assessment practices; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the Academic Senate of the California State University (ASCSU), the California State University Mathematics Council, and other intersegmental partners to address the unnecessary burden placed on students when they must gather syllabi, examination details, or proctoring documentation in lieu of a course outline of record to establish acceptance of California Community College coursework when being evaluated for placement when no articulation agreement exists.

Contact: Alan Spivey, Shasta College, Area A

102. DEGREE AND CERTIFICATE REQUIREMENTS

*102.01 F26 Develop Guidance on Catalog Rights and Cal-GETC

Whereas, The implementation of the California General Education Transfer Curriculum (Cal-GETC) has created on-going questions regarding catalog rights for students with varied enrollment histories, including dual enrollment and prior California State University (CSU) attendance;

Whereas, Inconsistent application of catalog rights may require students to complete new general education requirements despite previously completed applicable coursework, resulting in excess units, financial aid implications, and delayed completion or transfer; and

Whereas, Colleges would benefit from consistent guidance on the intersection of catalog rights, the California General Education Transfer Curriculum (Cal-GETC), the Intersegmental General Education Transfer Curriculum (IGETC), the California State University General Education (CSU GE) Breadth, continuous enrollment, and movement between California public higher education segments;

Resolved, That the Academic Senate for California Community Colleges develop resources providing guidance on catalog rights and California General Education Transfer Curriculum (Cal-GETC) that supports recognition of previously completed general education coursework and minimizes unnecessary repetition of coursework and excess units and present to the field by the Spring 2028 Plenary Session.

Contact: Luke Lara, ASCCC Transfer, Articulation, and Student Services Committee

*102.02 F26 Update Intersegmental Pass-Along Practices for Cal-GETC

Whereas, The credit evaluation process where a community college accepts general education (GE) courses completed at a prior, regionally accredited, U.S. institution to satisfy local degree requirements or a transfer general education pattern is known as pass-along credit;

Whereas, Existing intersegmental pass-along practices were developed prior to the implementation of the California General Education Transfer Curriculum (Cal-GETC);

Whereas, Applying current California General Education Transfer Curriculum (Cal-GETC) course approval criteria, such as the Area 1B writing requirement, to previously completed California State University General Education (CSU GE) Breadth approved coursework may not recognize prior faculty curricular determinations of course content and rigor; and

Whereas, Requiring students to repeat substantially comparable general education coursework may result in excess units, potential financial aid implications, and delay transfer and completion;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS), University of California Office of the President (UCOP), California State University Chancellor's Office (CSUCO), California Community Colleges Chancellor's Office (CCCCO), and other appropriate intersegmental partners to update California General Education Transfer Curriculum (Cal-GETC) pass-along practices in a manner that respects faculty curricular authority, minimizes unnecessary repetition of previously approved general education coursework, and ensures that agreed-upon practices are documented and maintained in a centralized, publicly accessible resource.

Contact: Luke Lara, ASCCC Transfer, Articulation, and Student Services Committee

+102.03 F26 Defining the Accelerated Applied Baccalaureate Degree in Title 5

Whereas, Resolution 09.02 F15 directed the Academic Senate for California Community Colleges to work with the California Community Colleges Chancellor's Office (CCCCO) to define the community college baccalaureate degree in Title 5 as a minimum of 120 semester units[11], and that definition, now in California Code of Regulations, Title 5, section 55092 (2025)[12], should remain the standard for the baccalaureate degree;

Whereas, The Accrediting Commission for Community and Junior Colleges defines a baccalaureate degree as representing "120 semester or 180 quarter units, or 90 semester hours or 135 quarter hours for an accelerated applied bachelor's degree" in its Accreditation Handbook (May 2026)[13], so that accreditation no longer stands in the way of a California community college offering such a degree and the remaining barrier is Title 5 itself; and

Whereas, An accelerated applied baccalaureate degree of not fewer than 90 semester units, designed by faculty around applied learning and built on the existing associate degree and California General Education Transfer Curriculum pathway, would reduce time and cost to a bachelor's degree for working adults without lowering the expectations attached to any course;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office (CCCCO) to modify Title 5 to define an accelerated applied baccalaureate degree at California community colleges as a minimum of 90 semester or 135 quarter units, while retaining the 120-unit minimum for the baccalaureate degree; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office (CCCCO) to ensure that an accelerated applied baccalaureate degree builds on the existing associate degree and California General Education Transfer Curriculum pathway without change to lower division general education, includes upper division coursework and upper division general education as

[11] Academic Senate for California Community Colleges, Resolution 09.02 F15, Defining the Parameters of the California Community College Baccalaureate Degree in Title 5 (Fall 2015), https://www.asccc.org/resolutions/defining-parameters-california-community-college-baccalaureate-degree-title-5

[12] California Code of Regulations, title 5, section 55092, Conditions for Awarding the Baccalaureate Degree, https://www.law.cornell.edu/regulations/california/5-CCR-55092

[13] Accrediting Commission for Community and Junior Colleges, Accreditation Handbook, May 2026 Edition, Glossary, p. 39, https://accjc.org/accreditation-handbook-and-report-templates/

required by Title 5, is approved through the local curriculum process, and is offered only where a college chooses to offer it.

Contact: Randy Beach, Southwestern College, Area D

+102.04 F26 Add Accelerated Applied Baccalaureate Degrees to Title 5

Whereas, Equitable baccalaureate attainment is Strategic Direction 1 of Vision 2030—July 2025 Edition[14] and adding a three-year, 90 unit Accelerated Applied Baccalaureate Degree Program option, designed by faculty around applied learning and built on the existing general education and degree requirements, would reduce time and cost to a bachelor's degree for working adults without lowering the expectations;

Whereas, Title 5 Division 5 Chapter 1 Subchapter 2[15] updated to reallow the California State University system to award Bachelor of Education, Bachelor of Professional Studies, and Bachelor of Applied Studies degrees with requirements of 90 minimum semester units and 120 maximum semester units;

Whereas, Resolution 09.02 F15 directed the Academic Senate for California Community Colleges to work with the California Community Colleges Chancellor's Office (CCCCO) to define the community college baccalaureate degree in Title 5 as a minimum of 120 semester units[16], and that definition is now in California Code of Regulations, Title 5, §55091 and §55092 in accordance with AB 927[17] with recent legislation (AB 2694[18], and SB 960[19]) requiring proposed Baccalaureate Degree Programs to address unmet current or projected workforce needs; and

Whereas, Though the Accelerated Applied Baccalaureate Degree Program (BDP) model is recognized by The Accrediting Commission for Community and Junior Colleges in its Accreditation Handbook (May 2026)[20], it is viewed as an emerging award and still considered experimental in most fields so graduate schools, state licensing boards, and employer recognition may not be equate 120-unit and 90-unit BDPs;

Resolved, That the Academic Senate for California Community Colleges advocate for the update of California Code of Regulations Title 5 §55091 and §55092 to include both accelerated applied baccalaureate and (traditional) baccalaureate degree programs in regulation language such as the following

“Section 55091. Baccalaureate Degree Upper Division Course Requirements.

(c) A baccalaureate degree requires fulfillment of the following upper division requirements:

(1) A minimum of 40 semester or 60 quarter units or equivalent of total upper division coursework, including units in the major and in general education;

(2) A minimum of nine semester or 13.5 quarter units of upper division general education courses; and

(3) general education courses must come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation.

(d) An accelerated applied baccalaureate degree requires fulfillment of the following upper division requirements:

(1) A minimum of 30 semester or 45 quarter units or equivalent of total upper division coursework,

[14] CCCCO Vision 2030 Report
[15] Title 5 Division 5 Chapter 1 Subchapter 2
[16] Academic Senate for California Community Colleges, Resolution 09.02 F15, Defining the Parameters of the California Community College Baccalaureate Degree in Title 5 (Fall 2015), https://www.asccc.org/resolutions/defining-parameters-california-community-college-baccalaureate-degree-title-5
[17] AB 927 (2021)
[18] AB 2694 (2026)
[19] SB 960 (2026)
[20] Accrediting Commission for Community and Junior Colleges, Accreditation Handbook, May 2026 Edition, Glossary, p. 39, https://accjc.org/accreditation-handbook-and-report-templates/

including units in the major and in general education;

(2) A minimum of nine semester or 13.5 quarter units of upper division general education courses; and

(3) general education courses must come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation.

(~~d~~ e) A lower division course may meet an upper division course requirement but may not be counted toward the required minimum number of upper division units.

(~~e~~ f) Enrollment in upper division courses shall be limited to students admitted to a baccalaureate or accelerated applied baccalaureate program at a California community college.

(g) Upper division coursework while enrolled in a baccalaureate program may count towards the 60 semester unit requirement for the related associate degree."

"Section 55092. Conditions for Awarding the Baccalaureate Degree.

(a) District governing boards shall confer the baccalaureate or accelerated applied baccalaureate degree upon students who have fulfilled the course requirements of Sections 55061 and 55091, and who have met the following conditions:

(1) Completion of ~~a minimum of 120 semester or 180 quarter units~~ the minimum number of units approved:

(A) shall be no fewer than 90 semester or 135 quarter units and less than 120 semester or 180 quarter units for the accelerated applied baccalaureate degree.

(B) shall be no fewer than 120 semester or 180 quarter units for the baccalaureate degree.

(2) Completion of a minimum of 36 semester or 54 quarter units of general education that includes:

(A) Completion of the requirements in Section 55061 and 55062 to align with the lower division general education patterns of the associate, accelerated applied baccalaureate, and baccalaureate degrees;

(B) Completion of the upper division general education requirements in Section 55091;

(C) Completion of additional general education courses to meet the minimum total units that may be lower division, upper division, or any combination of lower and upper division." ;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office (CCCCO) to ensure that an accelerated applied baccalaureate degree builds on the existing associate degree and California General Education Transfer Curriculum (Cal-GETC) pathway without change to lower division general education, includes upper division coursework and upper division general education as required by Title 5, is approved through the local curriculum process, and is offered only where a college chooses to offer it; and

Resolved, That Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure the review process for Baccalaureate Degree Program applications is structured in a way to equitably evaluate 90-unit and 120-unit proposals.

Contact: Erica Menchaca Giblin, Bakersfield College, Area A

+102.05 F26 Change Requirements of Baccalaureate Degrees to Accelerated Baccalaureate Degrees in Title 5

Whereas, Equitable baccalaureate attainment is Strategic Direction 1 of Vision 2030—July 2025 Edition[21] and moving to a three-year, 90 unit Accelerated Baccalaureate Degree Program model will decrease student costs and increase access;

Whereas, Title 5 Division 5 Chapter 1 Subchapter 2[22] updated to reallow the California State University system to award Bachelor of Education, Bachelor of Professional Studies, and Bachelor of Applied Studies degrees with requirements of 90 minimum semester units and 120 maximum semester units; and

Whereas, Past and recent legislation (AB 927[23], AB 2694[24], and SB 960[25]) establish Baccalaureate Degree Programs indefinitely in order to address unmet current or projected workforce needs;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office (CCCCO) and the Accrediting Commission for Community and Junior Colleges (ACCJC) to include Accelerated Baccalaureate Degrees in related accreditation policies and procedures; and

Resolved, That the Academic Senate for California Community Colleges advocate for the change of California Code of Regulations Title 5 §55091 and §55092 such as the following:

"Section 55091. Baccalaureate Degree Upper Division Course Requirements.

(c) A baccalaureate degree requires fulfillment of the following upper division requirements:

(1) A minimum of ~~40 semester or 60 quarter~~ 30 semester or 45 quarter units or equivalent of total upper division coursework, including units in the major and in general education;

(2) A minimum of ~~nine~~ six semester or ~~13.5~~ nine quarter units of upper division general education courses; and

(3) general education courses must come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication, or computation."

"Section 55092. Conditions for Awarding the Baccalaureate Degree.

(a) District governing boards shall confer the baccalaureate degree upon students who have fulfilled the course requirements of Sections 55061 and 55091, and who have met the following conditions:

(1) Completion of ~~a minimum of 120 semester or 180 quarter units~~ the minimum number of units approved for the baccalaureate degree, which shall be no fewer than 90 semester or 135 quarter units.

(2) Completion of a minimum of ~~36~~ 33 semester or ~~54~~ 49.5 quarter units of general education that includes:

(A) Completion of the requirements in Section 55061 and 55062 to align with the lower division general education patterns of the associate and baccalaureate degrees;

(B) Completion of the upper division general education requirements in Section 55091;

(C) Completion of additional general education courses to meet the minimum total units that may be lower division, upper division, or any combination of lower and upper division."

Contact: Erica Menchaca Giblin, Bakersfield College, Area A

[21] CCCCO Vision 2030 Report
[22] Title 5 Division 5 Chapter 1 Subchapter 2
[23] AB 927 (2021)
[24] AB 2694 (2026)
[25] SB 960 (2026)

#102.06 F26 Decrease Upper Division General Education Requirements

Whereas, Equitable baccalaureate attainment is Strategic Direction 1 of Vision 2030—July 2025 Edition[26] and moving to a three-year, 90 unit Accelerated Baccalaureate Degree Program (BDP) model will decrease student costs and increase access;

Whereas, Title 5 Division 5 Chapter 1 Subchapter 2[27] updated to reallow the California State University system to award Bachelor of Education, Bachelor of Professional Studies, and Bachelor of Applied Studies degrees with requirements of 90 minimum semester units and 120 maximum semester units; and

Whereas, Past and recent legislation (AB 927[28], AB 2694[29], and SB 960[30]) establish Baccalaureate Degree Programs indefinitely in order to address unmet current or projected workforce needs; and

Whereas, Decreasing upper division general education (GE) and GE total unit requirements will help decrease overall degree unit requirements;

Resolved, That the Academic Senate for California Community Colleges advocate for the change of California Code of Regulations Title 5 §55091 and §55092 to lower the upper division general education (GE) requirement from 9 semester or 12 quarter units to 6 semester or 9 quarter units and subsequently the total GE unit requirements from 36 semester or 54 quarter units or to 33 semester or 49.5 quarter units.

Contact: Erica Menchaca Giblin, Bakersfield College, Area A

103. GRADING POLICIES

104. EDUCATIONAL PROGRAM DEVELOPMENT

*+104.01 F26 Updating Guidance on Faculty and Academic Senate Participation in College and Career Access Pathways (CCAP) Partnerships

Whereas, The California Community Colleges Chancellor's Office issued *AB 288 (Dual Enrollment) College and Career Access Pathways (CCAP) Partnership Agreement Guidelines for Apportionment Eligibility* in March 2016, and while the guidance addresses statutory and apportionment requirements for CCAP agreements, it contains limited discussion regarding the role of faculty, department chairs, curriculum committees, and local academic senates in the development, implementation, and ongoing evaluation of Dual Enrollment programs[31];

Whereas, The Academic Senate for California Community Colleges has affirmed that Dual Enrollment is college instruction and that faculty and local academic senates have responsibilities in academic and professional matters, including curriculum, educational program development, and standards or policies regarding student preparation and success[32];

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[26] CCCCO Vision 2030 Report
[27] Title 5 Division 5 Chapter 1 Subchapter 2
[28] CalMatters AB 927
[29] AB 2694 (2026)
[30] CalMatters SB 960
[31] California Community Colleges Chancellor's Office. *AB 288 (Dual Enrollment) College and Career Access Pathways (CCAP) Partnership Agreement Guidelines for Apportionment Eligibility*. March 2016. <2016-02-guidelines-ab288-ccap-apportionment-eligibility-march-2016-a11y.pdf>
[32] Academic Senate for California Community Colleges. *Faculty and Local Academic Senates Voice in Dual Enrollment*. Resolution 106.01 (Fall 2025). The resolution affirms that dual enrollment is college instruction under faculty purview and local academic senate processes within the 10+1.

Whereas, Since the enactment of AB 288, Dual Enrollment and College and Career Access Pathways programs have expanded substantially throughout California and become a major component of statewide efforts to increase college access, resulting in increased attention to issues such as course selection, pathway development, instructional modality, faculty onboarding and support, student onboarding and support, coordination of academic calendars, and local implementation processes that directly affect educational quality and student success[33]; and

Whereas, Effective implementation of College Career Access Pathways partnerships benefits from regular and effective consultation among local academic senates, department chairs, discipline faculty, faculty teaching Dual Enrollment courses, administrators, and K-12 partners in matters related to academic and professional responsibilities[34];

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to review and update the March 2016 *AB 288 (Dual Enrollment) College and Career Access Pathways (CCAP) Partnership Agreement Guidelines for Apportionment Eligibility* to include guidance regarding faculty and local academic senate participation in the development, implementation, and evaluation of CCAP partnerships; and

Resolved, that the Academic Senate for California Community Colleges develop a paper and accompanying guidance and resources identifying promising practices for regular and effective consultation among local academic senates, department chairs, discipline faculty, faculty teaching Dual Enrollment courses, administrators, and K-12 partners in matters related to College and Career Access Pathways (CCAP) programs by 2027 Fall Plenary; and

Resolved, that the Academic Senate for California Community Colleges communicate the updated guidance and related resources to local academic senates and the California Community Colleges Chancellor's Office upon completion.

Contact: Margarita Pillado, Los Angeles Pierce College, Area C

105. STUDENT PREPARATION AND SUCCESS

+105.01 F26 In-Person Assessments for Classes

Whereas, The Academic Senate for California Community Colleges, at its Spring 2026 Plenary, recognized that "the rapid advancement and increasing accessibility of agentic artificial intelligence (AI) tools has created significant and growing challenges to academic integrity in distance education… that disproportionately burden individual faculty and that no single college can effectively address in isolation;"[35]

[33] Academic Senate for California Community Colleges. *Faculty and Local Academic Senates Voice in Dual Enrollment*. Resolution 106.01 (Fall 2025). The resolution affirms that dual enrollment is college instruction under faculty purview and local academic senate processes within the 10+1. The resolution documents significant statewide growth in Dual Enrollment and CCAP participation and recognizes the resulting need for governance structures that support faculty involvement. See also Karen Crozer, *When the Metric Becomes the Mission*, which highlights the rapid expansion of Dual Enrollment throughout California and raises concerns regarding the balance between growth metrics, educational quality, instructional effectiveness, and student success as programs continue to expand. Substack. September 16, 2026. <https://karencrozer.substack.com/p/when-the-metric-becomes-the-mission>

[34] Academic Senate for California Community Colleges. *Faculty and Local Academic Senate Role in College and Career Access Pathways (CCAP) Agreements*. Resolution 104.01 (Spring 2026). See also Los Angeles Pierce College Academic Senate. *Institutionalizing Faculty Involvement in Dual Enrollment Scheduling*. Resolution SP 26-02.

[35] ASCCC Spring 2026 Resolution 105.01 Supporting Systemwide Academic Integrity and Infrastructure for Distance Education in the Age of Agentic Artificial Intelligence

Whereas, Community college faculty, who are increasingly encountering students handing off their coursework to agentic artificial intelligence (AI) tools instead of devoting their efforts to learning and mastering the course material, have limited checks against this misuse of AI, particularly in asynchronous online classes;[36]

Whereas, System partners are growing increasingly concerned about the efficacy of instruction in the California Community Colleges in the absence of checks such as in-person, proctored assessments, as evidenced by the California State University Math Council Resolution Regarding Academic Integrity and In-Person Testing Requirements;[37]

Whereas, California Community Colleges' online students face reputational harm as the perception grows that the students are not learning,[38] even though online education has been vital to expanding access to students with legitimate limitations from in-person instruction;[39]

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urge the California legislature to require in-person assessments for California Community College classes with exceptions for classes with other in-person attendance requirements and exceptions for individual students when warranted.

Contact: Jeffrey Hernandez, Los Angeles Community College District, Area C

*#105.01.01 F26 Amend 105.01 F26 In-Person Assessments for Classes

Revise Resolved Statement:

Resolved, That the Academic Senate for California Community Colleges, working with system partners, shall develop a legislative proposal ~~urge the California legislature to require~~ for the gradual implementation of mandatory in-person assessments for California Community College classes, supported by a system-wide proctoring network, with exceptions for classes with other in-person attendance requirements and ~~exceptions for~~ individual students when warranted.

Contact: Angela C. Echeverri, Los Angeles Community College District, Area C

*+105.02 F26 Supporting Accessibility of Discipline-Specific and Specialized Instructional Content

Whereas, The Academic Senate for California Community Colleges encourages colleges and local academic senates to review institutional practices to ensure that digital instructional materials required for student participation align with applicable accessibility standards, including recognized standards such as Web Content Accessibility Guidelines (WCAG) 2.1 Level AA or successor standards across all instructional modalities and called for conducting a survey of colleges statewide regarding accessibility practices for required digital instructional materials in order to inform future guidance and support[40]; and

Whereas, The Academic Senate for California Community Colleges works to advance systemwide accessibility resources, infrastructure, training, and tools for the California Community Colleges, and encourage local academic senates to collaborate with administrations and campus stakeholders to leverage local and statewide supports, including but not limited to resources such as 3C Media Solutions and the California Community

[36] Goldstein, D. & Blinder, A. (2026, August 10). A.I. Agents Are Taking Entire Online Courses for Cheating Students. *The New York Times.*
[37] CSU Math Council Resolution Regarding Academic Integrity and In-Person Testing Requirements, May 8, 2026
[38] Carapezza, K. (2026, September 25). 'Cognitive surrender': Are college students who use AI really learning? *GBH News*, accessed on GBH.org on September 29, 2026.
[39] Aminy, M. (2026, March 26). Agentic AI, Academic Integrity, and the Question We Are Avoiding. WCET Frontiers accessed on wcet.wiche.edu on September 29, 2026
[40] ASCCC Resolution 108.03 Ensuring Accessibility and Universal Design for Learning Across Instructional Modalities

Colleges Accessibility Center, to support faculty in creating accessible digital instructional materials and applying Universal Design for Learning principles in course design and teaching[41];

Whereas, Courses in computer science, health sciences, agriculture, science, technology, engineering, and mathematics (STEM), and Career and Technical Education disciplines rely on specialized instructional content, including equations, formulas, symbols, graphs, diagrams, tables, technical drawings, code, and other representations that may present accessibility barriers not readily addressed through conventional remediation practices; and

Whereas, Ensuring meaningful access to specialized content requires coordinated collaboration, institutional support, and discipline specific expertise to develop accessibility solutions that preserve accuracy, academic rigor, and essential learning outcomes while aligning with Web Content Accessibility Guidelines 2.1 Level AA and Universal Design for Learning principles[42] [43];

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office (CCCCO) to identify and address accessibility challenges associated with specialized instructional content in science, technology, engineering, and mathematics and career and technical education disciplines;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office (CCCCO) to develop guidance, resources, professional development, technical assistance, and technologies that support the creation and delivery of accessible specialized instructional content while maintaining disciplinary integrity and essential learning outcomes;

Resolved, That the Academic Senate for California Community Colleges partner with the California Community Colleges Chancellor's Office (CCCCO) to convene faculty, discipline experts, accessibility professionals, and instructional technology specialists to identify effective and sustainable approaches for making specialized instructional content accessible; and

Resolved, That the Academic Senate for California Community Colleges advocate for sustainable system level support to collaboratively address discipline specific accessibility challenges as a California Community Colleges equity and student success priority, and encourage local academic senates, curriculum committees, and accessibility teams to establish processes, professional development, and support structures that enable faculty to implement accessible specialized instructional content aligned with systemwide guidance and Vision 2030 goals.

Contact: Irma Gonzalez Cuadros, Butte College, Area A

*+105.03 F26 Clarifying Math Expectations of Transfer Students

Whereas, California Education Code Section 51224.5[44] requires only that, "before receiving a diploma of graduation from high school, a pupil shall complete at least one course … that meets or exceeds the rigor of Algebra I or Mathematics I";

Whereas, The University of California Board of Admissions and Relations with Schools issued a Statement on Basic Math for all Admitted University of California Students[45] in 2013, which states that, "all students must complete the basic mathematics defined by the college-ready standards of the Common Core State Standards for Mathematics prior to enrolling in a UC-transferable college mathematics or statistics course," college-ready

[41] California Community Colleges Chancellor's Office, Universal Design for Learning
[42] California Community Colleges Chancellor's Office, ESS 26-17, Accessibility Standards and Revised ADA Title II Regulations, February 27, 2026.
[43] California Community Colleges Chancellor's Office, UDL and Title 5.
[44] California Education Code Section 51224.5
[45] Statement on Basic Math of all Admitted UC Students

standards that span the high school mathematics sequence and thus extend beyond the requirements for high school graduation under Education Code section 51224.5;

Whereas, The Intersegmental Committee of the Academic Senates published in 2025 a Statement on Competencies in Mathematics Expected of Entering College Students[46], which outlines competencies including topics beyond those required for high school graduation under California Education Code section 51224.5; and

Whereas, California Education Code Section 78213[47], as amended by Assembly Bill 1705 (2022, Irwin), requires that "California community colleges shall place and enroll students into transfer-level mathematics or English coursework that satisfies a requirement of the student's intended certificate or associate degree or a requirement for transfer within their intended major;"

Resolved, That the Academic Senate for California Community Colleges advocate that the University of California Board of Admissions and Relations with Schools and the Intersegmental Committee of the Academic Senates identify the specific mathematics competencies expected of entering transfer students, and clarify which, if any, of those competencies are not ensured by direct placement into transfer-level coursework.

Contact: Michael H. Peterson, Las Positas College, Area B

*+105.04 F26 Revisiting Default Placement Rules for Math

Whereas, In July 2018, the Academic Senate for California Community Colleges released, jointly with the California Community College Chancellor's Office, Memo AA 18-40[48], which established default placement rules for math pathways based on high school grade point averages;

Whereas, Grade inflation at the high school level has been reported nationwide[49], with the most significant increase occurring between 2018 and 2021;

Whereas, Existing peer-reviewed research on the efficacy of placement measures for specific mathematics courses has largely been conducted at individual institutions outside the California Community College system[50], and comparable research within the system remains limited; and

Whereas, The California Code of Regulations, Title 5 Section 55522 requires districts adopting local placement methods to "report to the Chancellor on the method's efficacy" within two years and to "minimize disproportionate impacts on students caused by traditional placement practices"[51], and the Academic Senate for California Community Colleges affirmed in Resolution 18.01 F20[52] that "all placement methods, including the California Community Colleges Chancellor's Office 'default placement rules,' must be evaluated regularly for efficacy and bias"

Resolved, That the Academic Senate for California Community Colleges communicate to the California Community Colleges Chancellor's Office and interest holders the need to revisit the default placement rules outlined in Memo AA 18-40; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with the California Community Colleges Chancellor's Office, establish by Spring 2027 a standing process that includes participation of discipline faculty to evaluate the default placement rules in Memo AA 18-40 for efficacy and bias on a regular

[46] Statement on Competencies in Mathematics Expected of Entering College Students
[47] California Education Code Section 78213
[48] Memo AA 18-40
[49] Sanchez, E. and Raeal Moore (2022). Grade Inflation Continues to Grow in the Past Decade. ACT Education Corp.
[50] O'Sullivan, M. E., & Hasenstab, K. (2024). Aleks PPL Scores as a Predictor of Success in Calculus. PRIMUS, 34(10), 1025–1049. https://doi.org/10.1080/10511970.2024.2411054
[51] Title 5 of the California Code of Regulations section 55522
[52] Resolution 18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways

cycle using recent student outcome data, and to review current research and innovations in student placement as part of that cycle.

Contact: Michael H. Peterson, Las Positas College, Area B

106. GOVERNANCE STRUCTURES

*+106.01 F26 Faculty Governance and Equitable Review of Artificial Intelligence Technologies in the California Community Colleges

Whereas, The California Community Colleges Chancellor's Office's *Vision 2030: Artificial Intelligence Workplan* (July 2025)[53] outlines the deployment and evaluation of artificial intelligence (AI) technologies across instructional, student support, enrollment, and administrative systems while acknowledging equity, privacy, bias, intellectual property, and sustainability concerns; and the Academic Senate for California Community Colleges has affirmed faculty authority over methods and standards for determining AI use and called for transparent technology vetting, protection of student data, and equitable, accessible, and appropriately supported technology solutions;[54]

Whereas, Scholarship and public-interest research by leading Africana/Black women scholars and technology researchers, including MacArthur Fellows Dr. Safiya Umoja Noble, Dr. Ruha Benjamin, and Dr. Joy Buolamwini, as well as Dr. Timnit Gebru and Dr. Simone Browne,[55] demonstrate how digital and algorithmic systems can reflect and reproduce existing racial and social inequities through decisions concerning data, classification, representation, language, surveillance, design, and deployment, warranting examination of whether artificial intelligence technologies create, reproduce, or intensify inequitable experiences or outcomes that affect Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, aromantic, agender, 2+ (LGBTQIA2+), disabled, low-income, first-generation, multilingual, and other historically minoritized students;

Whereas, Research demonstrates that artificial intelligence technologies can produce negative unintended consequences beyond their stated purposes, including inaccurate or inequitable decisions, racial and algorithmic bias, surveillance, and disproportionate harms to historically minoritized populations,[56] while their development and deployment also carry environmental consequences involving energy consumption, water use, carbon emissions, and resource extraction,[57] underscoring the need for comprehensive evaluation of their educational benefits, social impacts, and environmental sustainability; and

Whereas, Artificial intelligence-enabled technologies may access, analyze, retain, transmit, infer from, generate from, or otherwise interact with student and faculty work and data, raising concerns regarding privacy, surveillance, consent, ownership, retention, secondary use, model training or improvement, accessibility,

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[53] California Community Colleges Chancellor's Office. *Vision 2030: Artificial Intelligence Workplan.* July 2025.

[54] Academic Senate for California Community Colleges. Resolution 108.01 F24, Selecting and Evaluating Artificial Intelligence for Faculty Use; Resolution 102.04 F25, Support for AI Literacy Integration; Resolution 108.01 S26, Use of Student Data in Artificial Intelligence Tools and AI Detection Technologies; and Resolution 108.02 S26, Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data.

[55] Noble, Safiya Umoja. *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York University Press, 2018; Benjamin, Ruha. *Race After Technology: Abolitionist Tools for the New Jim Code*. Polity, 2019; Buolamwini, Joy. *Unmasking AI: My Mission to Protect What Is Human in a World of Machines*. Random House, 2023; Gebru, Timnit. *Deep Unlearning*. Forthcoming, Simon & Schuster, 2027; Browne, Simone. *Dark Matters: On the Surveillance of Blackness*. Duke University Press, 2015; and Distributed AI Research Institute (DAIR), research and publications on algorithmic harms and accountability, https://www.dair-institute.org/.

[56] Congressional Black Caucus. Letter to Amazon CEO Jeff Bezos concerning facial recognition technology and potential discriminatory consequences. May 24, 2018; Federal Trade Commission. "Rite Aid Banned from Using AI Facial Recognition After FTC Says Retailer Deployed Technology without Reasonable Safeguards." December 19, 2023.

[57] Zewe, Adam. "Explained: Generative AI's Environmental Impact." *MIT News*, January 17, 2025.

algorithmic inference and bias, accuracy, third-party access, academic freedom, and faculty intellectual labor,[58] while the technical availability, licensing, bundling, or activation of such functionalities does not by itself establish that the technology has been determined to be pedagogically appropriate, equitable, accessible, secure, or consistent with faculty authority over academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges affirm that artificial intelligence (AI) technologies affecting academic and professional matters, including AI functionality embedded within existing instructional and student support platforms, should be subject to transparent, equitable, ethical, and inclusive faculty-governance processes before implementation and throughout continued use, with meaningful participation by Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, aromantic, agender, two-spirit (LGBTQIA2+), disabled, low-income, first-generation, multilingual, and other historically minoritized faculty and students from communities disproportionately affected by these technologies;

Resolved, That the Academic Senate for California Community Colleges develop and disseminate a faculty-governance framework to assist local academic senates, in collaboration with their colleges and districts, in identifying and evaluating artificial intelligence technologies, including functionality embedded within existing platforms, that addresses educational necessity, equity, accessibility, intended and unintended consequences, environmental sustainability, racial and algorithmic bias, student privacy, safety and agency, responsible data governance, academic freedom, faculty authority over curriculum and pedagogy, faculty intellectual labor and intellectual property, accuracy and known limitations, secondary use of student and faculty content, model training or improvement, and mechanisms for identifying, reporting, reviewing, and addressing harmful, inaccessible, inaccurate, discriminatory, or inequitable outcomes;

Resolved, That the Academic Senate for California Community Colleges advocate for community-informed artificial intelligence (AI) evaluation processes that meaningfully include Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, aromantic, agender, two-spirit (LGBTQIA2+), and other historically minoritized students and faculty, particularly those most likely to experience disproportionate harms; recognize their lived experiences and disciplinary expertise as essential evidence; examine disaggregated student outcomes and intended and unintended consequences; and ensure their participation in developing recommendations concerning the adoption, modification, or discontinuation of AI technologies within their respective institutions; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to assess student and faculty experiences with and impact of artificial intelligence and algorithmically mediated technologies, in collaboration with accurate and appropriate institutional research and participatory governance partners, and where methodologically appropriate and consistent with applicable privacy protections, examine disaggregated experiences among Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, aromantic, agender, two-spirit (LGBTQIA2+), disabled, low-income, first-generation, multilingual, and other historically minoritized student communities so that aggregate institutional measures do not obscure varied experiences and outcomes.

Contact: Deborah Anna Brown, Riverside City College, Area D

[58] Academic Senate for California Community Colleges. Resolution 108.01 S26, Use of Student Data in Artificial Intelligence Tools and AI Detection Technologies; and Resolution 108.02 S26, Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data.

*+106.02 F26 Gathering Data on Local Academic Senate Leadership Structures and Compensation

Whereas, Local academic senate presidents and leadership teams play critical roles in shared governance, accreditation, institutional planning, faculty consultation, and the local coordination of statewide initiatives affecting academic and professional matters;

Whereas, Local academic senate presidents and leadership teams are expected to fulfill a broad range of responsibilities related to shared governance, accreditation, institutional planning, faculty consultation, and statewide initiatives, yet the reassigned time and support provided for these responsibilities vary considerably across the California Community Colleges;

Whereas, Access to comprehensive information regarding local academic senate leadership structures, reassigned time, committee responsibilities, and institutional characteristics would assist local senates, collective bargaining units, and college administrations in evaluating workload expectations and promoting equitable support for faculty governance leadership; and

Whereas, The Academic Senate for California Community Colleges has previously surveyed[59] local academic senates regarding leadership structures, compensation, roles of faculty within the local academic senate, and other questions that helped to provide information for local governance around the state;

Resolved, That the Academic Senate for California Community Colleges reinstate its local academic senates survey, working from the 2020-21 survey as an initial framework and adding or deleting questions as needed;

Resolved, That the Academic Senate for California Community Colleges regularly survey local academic senates regarding academic senate leadership structures and compensation,[60] and compile and publish the survey findings in a format accessible to local senates and faculty leaders; and

Resolved, That the Academic Senate for California Community Colleges develop informational resources and recommendations that support equitable and sustainable faculty governance leadership structures throughout the California Community Colleges system.

Contact: Victoria Bañales, Cabrillo College, Area B

107. ACCREDITATION

108. PROFESSIONAL DEVELOPMENT

*108.01 F26 Establishing a Community of Practice for Local Academic Senate Presidents

Whereas, Local academic senate presidents provide critical faculty leadership in academic and professional matters, collegial consultation, participatory governance, accreditation, institutional planning, and other areas that affect faculty and students, while navigating increasingly complex institutional, legislative, regulatory, and systemwide environments;

[59] https://asccc.org/resources/surveys

[60] Survey topics may include but are not limited to: reassigned time provided to senate presidents and other senate officers; stipends or other forms of compensation associated with senate service; core senate leadership positions and organizational structures; committee assignments and governance responsibilities carried by senate leaders; and institutional characteristics such as college size, full-time and part-time faculty counts, and district configuration.

Whereas, Local academic senate presidents across the California Community Colleges frequently encounter similar leadership opportunities and challenges, yet the circumstances, institutional cultures, governance structures, and available resources at individual colleges may differ significantly, making opportunities to learn from the experiences and perspectives of other senate presidents particularly valuable;

Whereas, Intentional opportunities for local academic senate presidents to commune, engage in candid dialogue, exchange effective practices, celebrate victories, discuss challenges, and seek the collective wisdom of their peers can strengthen leadership capacity, foster mentorship, preserve institutional knowledge, and reduce isolation among faculty leaders; and

Whereas, A sustained community of practice for local academic senate presidents can provide both new and experienced senate leaders with opportunities for reciprocal learning, relationship-building, reflection, and collaborative problem-solving while strengthening local academic senates and the collective faculty voice throughout the California Community Colleges.

Resolved, That the Academic Senate for California Community Colleges create recurring opportunities for local Academic Senate presidents to connect, engage, and learn from one another through facilitated and informal spaces that support candid dialogue, relationship-building, mentorship, and the exchange of effective practices; and

Resolved, That the Academic Senate for California Community Colleges establish an ongoing community of practice for local academic senate presidents that intentionally provides opportunities to share victories and challenges, seek peer guidance, exchange strategies for navigating senate leadership, and strengthen the capacity and effectiveness of local academic senates throughout the California Community Colleges.

Contact: Sharon Sampson, Ed.D., Grossmont College, Area D

*+108.02 F26 Recognize November as Artificial Intelligence Literacy Month

Whereas, Academic Senate for California Community Colleges Resolution 102.04 F25 *Support for AI Literacy Integration* defines artificial intelligence (AI) literacy as possessing basic competencies to understand the functions of AI, evaluate and apply strategic uses of AI in real-world scenarios, and assess the ethical and social concerns of its use, and directed the establishment of a faculty taskforce to present draft language on AI literacy across disciplines at the 2026 Fall Plenary Session;[61]

Whereas, The public release of ChatGPT on November 30, 2022, brought generative artificial intelligence into widespread public use, and generative artificial intelligence has since changed how students learn, how faculty teach, and how graduates work, create, and take part in civic life;[62]

Whereas, Artificial intelligence (AI) literacy includes critical questioning and informed decision making as well as effective use, including understanding limitations, bias, privacy and data risks, intellectual property, and labor and environmental impacts, so that students and faculty can make informed choices about whether and how to use AI tools, consistent with the positions on protecting student data in Academic Senate for California Community Colleges Resolutions 108.01 S26 and 108.02 S26; and[63]

Whereas, Research indicates that first-generation community college students are less likely than their peers to know about or have used generative artificial intelligence (AI) tools,[64] and a shared, recurring observance would

[61]Academic Senate for California Community Colleges. (Fall 2025). Resolution 102.04 F25, Support for AI Literacy Integration. https://asccc.org/node/202994

[62]OpenAI. (November 30, 2022). Introducing ChatGPT. https://openai.com/index/chatgpt/

[63]Academic Senate for California Community Colleges. (Spring 2026). Resolutions 108.01 S26, Use of Student Data in Artificial Intelligence Tools and AI Detection, and 108.02 S26, Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data. https://www.asccc.org/resources/resolutions

[64]WGU Labs. The Equity Dilemma: Will AI Tools in Education Widen the Gap? https://wgulabs.org/posts/the-equity-dilemma-will-ai-tools-in-education-widen-the-gap

give local academic senates a common occasion for discussion, professional learning, and student-facing events, so that students can learn about AI, question it, create with it, and belong in the conversation about how it is used;

Resolved, That, consistent with student success and its 10+1 purview, the Academic Senate for California Community Colleges recognizes November as Artificial Intelligence (AI) Literacy Month and November 30 as Artificial Intelligence Literacy Day each year beginning in 2027, without endorsing any vendor or requiring faculty use of artificial intelligence tools, and share faculty-developed resources, including the AI Literacy Month toolkit[65] and Resolution 102.04 F25 taskforce materials; and

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to extend Artificial lntelligence (AI) Literacy Month programming across their colleges, including faculty-led spaces as well as professional development bodies, student services, student groups, classified professionals, to offer human-centered AI literacy activities during November that include critical perspectives on AI.

Contact: Mark Branom, San José City College, Area B

*+108.03 F26 Improve Access to Presentation Materials at ASCCC Events

Whereas, Academic Senate for California Community Colleges events provide attendees with information necessary to engage in informed discussion, participate effectively in governance processes, and understand emerging issues affecting California Community Colleges;

Whereas, Presentation slides and supporting materials are often made available only after Academic Senate for California Community Colleges events have concluded, limiting attendees' ability to review information during presentations and reducing opportunities for effective note-taking, accessibility, and engagement;

Whereas, Many attendees currently rely on screenshots, photographs, or hurried note-taking to capture information presented during sessions, which may distract from active participation and may not provide equitable access to presentation content; and

Whereas, Providing presentation materials before or during events through the Academic Senate for California Community Colleges website or through multiple readily accessible formats would support accessibility, improve information retention, facilitate engagement, and allow attendees to follow presentations using the devices most convenient for them;

Resolved, That the Academic Senate for California Community Colleges provide presentation slides and supporting materials before or during events through multiple access methods, including direct access through the ASCCC website and downloadable formats, to improve accessibility and usability for attendees using a variety of devices and technologies.

Contact: Victoria Bañales, Cabrillo College, Area B

*+108.04 F26 Commending the All-African Diaspora Education Summit and Future Pan-African Professional Learning Opportunities

Whereas, The All-African Diaspora Education Summit (ADES), “Colonization to Sovereignty: The Future of Educating the African Diaspora” invites PreK-20 teachers/faculty, classified professionals, administrators, policymakers, and educational equity advocates who work on behalf of Black students to learn about African culture, history, traditions, rituals, philosophy, contributions and lived experiences of Black people and history[66];

[65] Graves, G. AI Literacy Month: free toolkit, proclamation templates, and 30-day campaign calendar. https://ai-literacy-month.com
[66] https://www.thesummit.info/

Whereas, The All-African Diaspora Education Summit is an innovative, highly educational, community-oriented, and equity-driven model for global, Pan African learning, academic collaboration, and can enrich all areas of faculty purview in academic and professional matters; and

Whereas, The All-African Diaspora Education Summit invites all participants to immerse themselves in and learn about African culture and the Black experience, and offers pathways for participation for African and Non-African decent educators who are prepared for and interested in centering African culture and traditions while intentionally de-centering whiteness, colonialism, and other elements of American exceptionalism;

Resolved, That the Academic Senate for California Community Colleges celebrate and endorse the professional and personal learning opportunity offered by the All-African Diaspora Education Summit;

Resolved, That the Academic Senate for California Community Colleges work with systems leaders to promote the All-African Diaspora Education Summit as a learning opportunity to further enrich academic and professional matters under Title 5 §53200, particularly in the areas of curriculum, educational program development, and standards of student preparation and success; and

Resolved, That the Academic Senate for California Community Colleges develop and explore Pan African learning resources in future publications, webinars, and other resources to further local academic senates' and faculty leaders' professional learning that promotes inclusion, diversity, equity, anti-racism, and accessibility into academic and professional matters.

Contact: Mitra Sapienza, City College of San Francisco, Area B

109. PROGRAM REVIEW

110. INSTITUTIONAL PLANNING AND BUDGET DEVELOPMENT

110.01 F26 Institutional Planning and Budgeting Support for Transfer Centers

Whereas, On August 12, 2026, the California Community Colleges Chancellor's Office (CCCCO) distributed memorandum ESS-26-53, "Strengthening Transfer Center Planning: Guidance and Requirements"[67] to "support districts and colleges in strengthening transfer center planning and implementation, ensuring alignment with regulatory requirements, and improving equitable transfer outcomes" in response to Recommendation 18 of the Transfer Audit for California's Systems of Public Higher Education (2023-123)[68], which directed the CCCCO to "establish a process…for identifying community colleges with staffing levels that are insufficient to provide necessary transfer-related guidance…[and] to help advocate for increasing their staffing levels or to support the colleges' efforts in other ways";

Whereas, The California Community Colleges Chancellor's Office (CCCCO) memorandum ESS 26-53 notes that Title 5 §51027 "identifies the need for both clerical support and assigned college staff for transfer center coordination," acknowledging that "staffing levels and funding are determined locally," but despite funding being locally determined, the CCCCO will hold accountable "colleges that may not meet regulatory requirements and work with [the college] to better understand any staffing or capacity challenges," and that "colleges may be asked to clarify how they are providing required transfer services with existing staffing levels, and when appropriate, share a plan to address identified staffing needs";

Whereas, The processes for determining which faculty and classified professional positions will be staffed may vary from one California community college (CCC) to another, and given the accountability expectations of the California Community Colleges Chancellor's Office memorandum ESS-26-53, local academic senates would

[67] CCCCO Memo ESS-26-53
[68] Recommendations from the 2023-123 California's Systems of Public Higher Education

benefit from professional learning opportunities on advocating for transfer center staffing positions within institutional planning and budgeting processes, an academic and professional matter pursuant to Title 5 §53200(c)(10), "processes for institutional planning and budget development," which supports CCCs' effort to align with Title 5 §51027; and

Whereas, In Fall 2020, the Academic Senate for California Community Colleges adopted the position paper, "Effective and Equitable Transfer Practices in the California Community Colleges,"[69] which does not address the staffing and capacity accountability structure introduced by the California Community Colleges Chancellor's Office memorandum ESS 26-53;

Resolved, That the Academic Senate for California Community Colleges offer professional learning to support colleges in the institutional planning and budgeting processes to successfully advocate for positions allocated to the transfer center; and

Resolved, That the Academic Senate for California Community Colleges update the paper, "Effective and Equitable Transfer Practices in the California Community Colleges," by the 2027 Spring Plenary session to address the staffing and funding accountability, and to include a resource document to support colleges in building, resourcing, and documenting transfer center capacity.

Contact: Mark Edward Osea, ASCCC Board of Directors

*+110.02 F26 Faculty Consultation on the Use of Categorical Funds and Block Grants With Local Flexibility

Whereas, Resolution 05.01 S96[70], "Categorical Funding Including Block Grants," recommended that all categorical funding, including block grants, be under the institutional purview of a shared governance committee such as budget and planning, and the state has since created additional categorical funding, including $208 million in one-time Student Support Block Grant funds across 2025-26 and 2026-27 (ESS 25-81[71]; Legislative Analyst Office[72]);

Whereas, Title 5 §53200[73] designates standards or policies regarding student preparation and success, and processes for institutional planning and budget development, as academic and professional matters on which governing boards must consult collegially with academic senates, and Education Code 78222(b)(1)[74] conditions Student Equity and Achievement Program funds on maintaining a student equity plan that Education Code 78220(b)[75] requires to be developed with the active involvement of the academic senate, academic faculty and staff, student services, and students;

Whereas, California Community Colleges Chancellor's Office guidance for the Student Support Block Grant (ESS 25-81) and for the Student Equity and Achievement Program, funded at $554 million ongoing in 2026-27 (ESS 26-63)[76], lists permissible purposes and leaves colleges to decide how funds are used within them; and

Whereas, Counseling faculty, student services faculty, and other faculty who deliver student support services have direct professional expertise in the needs of the students these funds serve, and Resolution 19.02 S08[77] supports the inclusion of counseling faculty in participatory governance;

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[69] ASCCC Paper, "Effective and Equitable Transfer Practices in the California Community Colleges"
[70] Resolution 05.01 S96, "Categorical Funding Including Block Grants" (Spring 1996).
[71] California Community Colleges Chancellor's Office, ESS 25-81, "Student Support Block Grant Allocations and Guidance," Nov. 24, 2025.
[72] Legislative Analyst's Office, "The 2026-27 California Spending Plan: Higher Education," Sept. 28, 2026.
[73] Title 5 §53200.
[74] Educ. Code §78222(b)(1).
[75] Educ. Code §78220(b).
[76] California Community Colleges Chancellor's Office, ESS 26-63, 2026-27 SEA Program allocations and guidance, Sept. 25, 2026.
[77] Resolution 19.02 S08, "Support for Library and Counseling Faculty Participation in Participatory Governance and Professional Development" (Spring 2008).

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their colleges and districts so that, for categorical funds and block grants that allow local flexibility in their use, faculty, including counseling and student services faculty, have meaningful opportunities for collegial consultation, within planning and budget processes, in developing recommendations for how those funds are prioritized and used, regardless of which division administers them, consistent with Title 5 §53200 and §53203;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to request that college and district budget committees receive regular informational reports on categorical funds and block grants, including amounts, allowable uses, responsible managers, and the bodies that recommend their use;

Resolved, That the Academic Senate for California Community Colleges direct its Board of Directors to request that the California Community Colleges Chancellor's Office include, in allocation and guidance memos for categorical programs and block grants with local flexibility, language encouraging that uses be developed through local participatory governance processes that include academic senates; and

Resolved, That the Academic Senate for California Community Colleges direct its Board of Directors to develop resources for local academic senates, such as a paper or Rostrum article with sample reporting formats, on the faculty role in the use of categorical funds and block grants, building on Resolution 05.01 S96 and the 2019 paper Budget Processes and the Faculty Role[78], and present them to the field by the Spring 2028 Plenary Session.

Contact: Claire M. Coyne, Santa Ana College, Area D

*+110.03 F26 Funding the Promise of Access

Whereas, The California Community Colleges Chancellor's Office's Vision 2030[79] calls on colleges to expand equitable access by actively reaching students and communities historically underserved by higher education, a commitment that requires sufficient resources to sustain the courses, educational programs, and support necessary for students to achieve their goals;

Whereas, Title 5 §53200[80] identifies curriculum, educational program development, standards or policies regarding student preparation and success, processes for program review, and processes for institutional planning and budget development as academic and professional matters, making the educational consequences of unfunded enrollment growth a concern within academic senate purview;

Whereas, The California Community Colleges Chancellor's Office reported approximately 22,500 unfunded full-time equivalent students (FTES), valued at $126.7 million, for 2024–25[81] and approximately 28,972 unfunded FTES, valued at $161.9 million, in its July 2026 recalculation for 2025–26[82], and the enacted 2026–27 budget increased enrollment growth funding under the Student Centered Funding Formula and adopted the higher of current-year enrollment or the three-year average for regular credit enrollment funding[83], warranting evaluation of whether these improvements meet demonstrated demand and sustain equitable course access; and

[78] ASCCC, "Budget Processes and the Faculty Role" (2019).
[79] Vision 2030 https://www.cccco.edu/about-us/vision-2030/
[80] 10+1 https://www.law.cornell.edu/regulations/california/5-CCR-53200
[81] California Community Colleges Chancellor's Office, Chris Ferguson, enrollment growth testimony before the Senate Budget and Fiscal Review Subcommittee No. 1 on Education, March 20, 2025, https://calmatters.digitaldemocracy.org/hearings/258766
[82] California Community Colleges Chancellor's Office, 2025–26 Early Recalculation, Exhibit C, July 2026, statewide totals. 2025-26earlyr1-exhibitc-jul2026.pdf
[83] Legislative Analyst's Office, *The 2026–27 California Spending Plan: Higher Education*, September 28, 2026, "Budget Funds Enrollment Growth and Modifies a Related Policy" https://lao.ca.gov/Publications/Report/5202

Whereas, Students differ in their financial resources, access to timely registration assistance, and ability to adjust employment and caregiving commitments to secure seats in required courses[84,85], and when unfunded enrollment growth limits additional course sections[86], these differences create the potential for poor decision making resulting in compounding inequities in course access and delaying progress toward completion of prerequisites, degrees, and transfer requirements;

Resolved, That the Academic Senate for California Community Colleges advocate with the California Community Colleges Chancellor's Office (CCCCO) and California Community Colleges Board of Governors (BOG) to communicate to the California Legislature the need for sufficient, predictable, ongoing funding to support demonstrated enrollment growth and sustain the educational opportunities colleges have expanded to meet student demand;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to examine the disproportionate effects of unfunded enrollment growth on access to required courses and timely completion and transfer, including differences by income, race and ethnicity, first-generation status, age, and employment and caregiving responsibilities, evaluate whether enacted 2026–27 enrollment funding investments and policy changes address these effects, advocate for funding policies where unmet needs remain, and report its findings by Fall 2027; and

Resolved, That the Academic Senate for California Community Colleges develop guidance by Spring 2028 for local academic senates on evaluating the educational effects of unfunded enrollment growth and participating through collegial consultation in related curriculum, program review, and institutional planning and budget development processes.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

*+110.04 F26 Community College Reserve Policies and Faculty Participation in Budget Development

Whereas, The California State Auditor's August 2026 report, *California Community Colleges Reserve Funds: Some Community Colleges Have Growing Reserves but Lack Clear Spending Plans That Would Improve Student Outcomes* (Report 2025-108) found that reserves increased at five of the six community college districts reviewed, four maintained reserves exceeding their established goals or the statewide median, and districts with high reserves lacked formal spending plans to improve student outcomes[87];

Whereas, The California State Auditor found that none of the six districts reviewed had conducted risk analyses to determine appropriate reserve levels[88];

Whereas, Title 5 §53200(c) identifies "processes for institutional planning and budget development" as an academic and professional matter[89]; and

Whereas, The Academic Senate for California Community Colleges recognized in *Budget Processes and the Faculty Role* that districts must balance the financial stability provided by larger reserves against resources

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[84] Kathy J. Maalouf, *The Influence of Late Registration on Academic Outcomes and Retention at a Multi-Campus Community College*, 2012 https://digitalcommons.odu.edu/chs_etds/71/

[85]Community College Research Center, *Understanding the Needs of First-Generation College Students Who Stop Out*, February 2026 https://ccrc.tc.columbia.edu/publications/understanding-needs-first-gen-stop-out.html

[86] Legislative Analyst's Office, *The 2026–27 Budget: California Community Colleges*, March 5, 2026, "Enrollment," identifying adjustments to course sections as a means of managing enrollment within funded targets https://lao.ca.gov/Publications/Report/5150

[87] https://www.auditor.ca.gov/wp-content/uploads/2026/08/2025-108-Report.pdf

[88] https://www.auditor.ca.gov/wp-content/uploads/2026/08/2025-108-Report.pdf

[89] https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

needed for current operations, and that faculty should participate in discussions to ensure reserve levels align with institutional budget priorities[90];

Resolved, That the Academic Senate for California Community Colleges support the California State Auditor's recommendations in Report 2025-108 concerning risk-based reserve policies, clearly defined minimum and maximum reserve levels, oversight of district reserves, and plans for the expenditure of excess reserves; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Board of Governors (BOG), California Community Colleges Chancellor's Office (CCCCO), and State Legislature to implement the California State Auditor's recommendations for risk-based reserve assessments, minimum and maximum reserve levels, spending plans for excess reserves, and accountability measures to ensure district compliance; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to actively participate in institutional planning and budget development processes, including the development and review of district reserve policies and plans for the expenditure of excess reserves, consistent with their role in academic and professional matters under Title 5.

Contact: Preston Pipal, San José City College, Area B

111. ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

*+111.01 F26 Senator Emeritus for Virginia “Ginni” May

Whereas, The Board of Directors Policies of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Virginia “Ginni” May, ASCCC Executive Committee member from 2015-2023, has satisfied those requirements as a faculty member of the California Community Colleges system whose service has well exceeded the required five years of significant service to the Academic Senate and includes:

- Serving on the ASCCC Executive Committee (Board) in the roles of President, Vice President, Treasurer, and Area A Representative
- Chairing ASCCC Committees such as Legislation and Advocacy, Curriculum, Resolutions, Accreditation, and the Guided Pathways Taskforce,
- Serving as a liaison or ASCCC representative to many partner organizations within the California Community Colleges as well as intersegmental groups including a term as chair of the Intersegmental Committee of the Academic Senates;

Whereas, Ginni has formally and informally mentored many faculty leaders currently serving in local and statewide leadership positions in the state; and

Whereas, Ginni has always represented the Academic Senate for California Community Colleges with dignity, thoughtfulness, and fairness; engendering respect for the organization and for faculty in general throughout the state;

Resolved, That the Academic Senate for California Community Colleges recognizes Ginni May’s extraordinary and distinguished service by conferring upon her the highest honor of Senator Emeritus with all rights and privileges thereof and thank her for her contributions to the faculty and students of the California Community College system; and

Resolved, That the Academic Senate for California Community Colleges wish Ginni a restful retirement with lots of playtime with her grandson, Elias, and much joy to her and her family in the future.

Contact: Lori Petite, Sacramento City College, Area A

[90] https://www.asccc.org/papers/budget-processes-and-faculty-role#71251237

*+111.02 F26 Climate Action and Environmental Sustainability Task Force

Whereas, The Academic Senate for California Community Colleges approved Resolution 01.04 S 2009 to Create a Sustainability Task Force but, "the task force was not developed as that part of the resolution [because it was] infeasible given the current budget climate" at the time[91], and

Whereas, Environmental sustainability remains, "a[n] [immediate] complex and profound issue"[92] with many statewide laws and initiatives being passed that profoundly impact our environment and our communities; and

Whereas, Vision 2030[93], Title 5 §55061(c)(5))[94], and recent articles[95] [96] [97] recognize that California community colleges must address climate change impacts and environmental sustainability including new course, program, degree and certificate development, and infusion of climate change and environmental sustainability themes within existing courses, in order to meet new blue economy and green technology workforce demands; and

Whereas, The Academic Senate for California Community Colleges provides guidance in academic and professional matters as specified by Title 5 53200(b), and local academic senates need support in the area of climate action and environmental sustainability;

Resolved, That the Academic Senate for California Community Colleges create a climate action and sustainability task force to "provide leadership and guidance on matters of policies and procedures relating to climate action and environmental sustainability through breakout sessions, workshops, and conferences"[98]; and

Resolved, That the Academic Senate for California Community Colleges explore the feasibility of creating a standing committee on climate action and environmental sustainability and report its findings back to the body by Fall 2027.

Contact: Tamara Cheshire, Folsom Lake College, Area A

*+111.03 F26 Supporting the Autonomy, Cultural Foundations, Representation, and Development of the Autonomous Disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, Referred to as Ethnic Studies

Whereas, The Academic Senate for California Community Colleges has supported the development of the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, for nearly four decades, beginning with resolutions adopted in 1988 addressing programs and services, faculty evaluation,

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[91] Resolution 01.04 S09: https://asccc.org/resolutions/creation-sustainability-task-force
[92] Resolution 01-04 S09: https://asccc.org/resolutions/creation-sustainability-task-force
[93] Vision 2030: vision2030.cccco.edu
[94] Title 5 §55061(c)(5)
[95] Anders T., et al. (2024) Vision 2030's Focus on Climate Action: How Faculty Roles and College Governance are Critical to Building Momentum and Implementation https://www.asccc.org/content/vision-2030s-focus-climate-action-how-faculty-roles-and-college-governance-are-critical
[96] Behlendorf, X., and Abels, B. (2026) The Importance of Environmental Equity Education https://www.asccc.org/content/importance-environmental-equity-education
[97] Vogel Trautt, M., and Hlebakos J. (2026) Environmental Justice as Equity in Action: Cultivating Environmental Competence and Compassion Across the Curriculum https://www.asccc.org/content/environmental-justice-equity-action
[98] Resolution 01.04 S09: https://asccc.org/resolutions/creation-sustainability-task-force

curriculum, associate degrees, and staff development, and continuing through resolutions addressing graduation requirements, faculty qualifications, transfer curriculum, and disciplinary recognition;[99]

Whereas, the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, are autonomous disciplines rooted in the distinct histories, cultures, intellectual traditions, scholarship, and knowledge production of the communities from which they emerged;[100]

Whereas, Faculty expertise in the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, is grounded in their distinct histories, intellectual traditions, scholarship, theories, methodologies, and unique knowledge production within their respective disciplines,[101] is essential to their integrity, growth, and continued development; and

Whereas, The California Community Colleges Ethnic Studies Faculty Council (CCCESFC) represents faculty within the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies,

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[99] Academic Senate for California Community Colleges (ASCCC), "General Education Transfer Curriculum," resolution 04.06 S88 (Spring 1988); "Ethnic Studies – Programs and Services," resolution 05.01 F88 (Fall 1988); "Ethnic Studies – Faculty Evaluation," resolution 05.02 F88 (Fall 1988); "Ethnic Studies – All Disciplines," resolution 05.03 F88 (Fall 1988); "Ethnic Studies – AA Degree," resolution 05.04 F88 (Fall 1988); "Ethnic Studies – Staff Development," resolution 05.05 F88 (Fall 1988); "Sociology," resolution 07.05 S93 (Spring 1993); "Ethnic Studies Requirement," resolution 03.06 S98 (Spring 1998); "Examine Title 5 Ethnic Studies Requirement," resolution 09.05 S08 (Spring 2008); "Meeting Ethnic Studies Requirement," resolution 09.01 S09 (Spring 2009); "Disciplines List – Political Science," resolution 10.02 S09 (Spring 2009); "Disciplines List – Ethnic Studies," resolution 10.10 S11 (Spring 2011); "Disciplines List – Chicano Studies," resolution 10.02 S13 (Spring 2013); "Disciplines List – African American Studies," resolution 10.01 S15 (Spring 2015); "Local Determination of Degree Emphasis and Titles for ADT Social Justice Studies: General," resolution 07.08 S18 (Spring 2018); "Support for the CSU United States History, Constitution and American Ideals Requirement," resolution 15.02 S19 (Spring 2019); "Ethnic Studies Graduation Requirement," resolution 09.03 F20 (Fall 2020); "Clarify and Strengthen the Ethnic Studies General Education Requirement," resolution 09.04 F20 (Fall 2020); "Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements," resolution 09.01 S21 (Spring 2021); "Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies," resolution 09.02 S21 (Spring 2021); "Develop a Rubric for Ethnic Studies Courses for CSU General Education Area F," resolution 09.06 S21 (Spring 2021); "Defining Ethnic Studies and its Four Core Disciplines," resolution 09.07 S21 (Spring 2021); "Disciplines List – Asian American Studies," resolution 10.01 S22 (Spring 2022); "Disciplines List – Native American/American Indian Studies," resolution 10.02 S22 (Spring 2022); "Creation of a Separate Transfer Model Curriculum for Women and Gender Studies," resolution 09.04 S22 (Spring 2022); "General Education in the California Community College System Resources," resolution 04.01 F22 (Fall 2022); "Proactive Planning and Support for Articulation and Counseling," resolution 04.02 F22 (Fall 2022); "Establish an Equitable California State University General Education Breadth Ethnic Studies Area F Review Process," resolution 15.03 F22 (Fall 2022); "Request Clarification and Support of Area F Requirements," resolution 15.04 F22 (Fall 2022); "Proposed Revision to Title 5, Section 55063 Minimum Requirements for the Associate Degree Ethnic Studies Requirement," resolution 07.07 S23 (Spring 2023); "Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines," resolution 09.01 S23 (Spring 2023); "Disciplines List–Ethnic Studies," resolution 10.01 S23 (Spring 2023); "Develop Clear Guidelines for Transferability and Articulation Processes," resolution 101.08 F24 (Fall 2024); "Support for Faculty for Implementation of AB 1111 Guidance," resolution 114.01 F24 (Fall 2024); "Cal-GETC Approval of California Community Colleges Ethnic Studies Courses," resolution 101.02 S25 (Spring 2025); "Assign Ethnic Studies and the Four Autonomous Core Disciplines, African American Studies, Asian American Studies, American Indian/Native American Studies and Chicana/o / Latina/o Studies Courses and Programs to Their Appropriate New TOP Code," resolution 101.04 F25 (Fall 2025); "Support Student Transfer by Streamlining Cal-GETC Approval for Articulated GE Courses," resolution 102.05 F25 (Fall 2025); "Applicability of Cal-GETC Courses as CSU GE Breadth Courses," resolution 102.06 F25 (Fall 2025); and "Clarification, Recognition, and Inclusion of Specific Course Designators Within the Four Autonomous Core Disciplines," resolution 101.01 S26 (Spring 2026).

[100] ASCCC, "Disciplines List – Chicano Studies," resolution 10.02 S13 (Spring 2013); "Disciplines List – African American Studies," resolution 10.01 S15 (Spring 2015); "Defining Ethnic Studies and its Four Core Disciplines," resolution 09.07 S21 (Spring 2021); "Disciplines List – Asian American Studies," resolution 10.01 S22 (Spring 2022); "Disciplines List – Native American/American Indian Studies," resolution 10.02 S22 (Spring 2022); "Assign Ethnic Studies and the Four Autonomous Core Disciplines," resolution 101.04 F25 (Fall 2025); and "Clarification, Recognition, and Inclusion of Specific Course Designators Within the Four Autonomous Core Disciplines," resolution 101.01 S26 (Spring 2026).

[101] ASCCC, "Ethnic Studies – Faculty Evaluation," resolution 05.02 F88 (Fall 1988); "Ethnic Studies – Staff Development," resolution 05.05 F88 (Fall 1988); "Disciplines List – Ethnic Studies," resolution 10.10 S11 (Spring 2011); "Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies," resolution 09.02 S21 (Spring 2021); "Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines," resolution 09.01 S23 (Spring 2023); and "Clarification, Recognition, and Inclusion of Specific Course Designators Within the Four Autonomous Core Disciplines," resolution 101.01 S26 (Spring 2026).

statewide and works in coordination and collaboration with the California Community Colleges Chancellor's Office (CCCCO), the Academic Senate for California Community Colleges (ASCSU), and the California State University Council on Ethnic Studies (CSUCES) on the development and implementation of the Ethnic Studies graduation requirement;[102]

Resolved, That the Academic Senate for California Community Colleges recognizes and affirms the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, their cultural and intellectual foundations, continued growth, and development;

Resolved, That when the Academic Senate for California Community Colleges' work concerns or affects the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies, that it seeks appropriate faculty participation from these autonomous disciplines; and

Resolved, That the Academic Senate for California Community Colleges continue to collaborate and consult with the California Community Colleges Ethnic Studies Faculty Council (CCCESFC) on statewide academic and professional matters (i.e. degrees/programs and curriculum) concerning the continuous growth and development associated with the autonomous disciplines of Africana/African American/Black Studies, Asian American Studies, American Indian and Native American Studies, and Chicana/o/x and Latina/o/x Studies, referred to as Ethnic Studies.

Contact: Deborah Anna Brown, Riverside City College, Area D

*+111.04 F26 Publicly Recognize Outgoing Local Academic Senate Leadership

Whereas, Local academic senate leaders devote substantial time and effort to advancing faculty voice, shared governance, and academic and professional matters at their colleges and districts;

Whereas, Service in local academic senate leadership often requires significant commitments beyond regular faculty responsibilities, including participation in governance committees, statewide initiatives, accreditation efforts, and faculty advocacy;

Whereas, For many local academic senate leaders, a final plenary session represents the culmination of years of service, professional growth, and engagement with colleagues across the state, providing a meaningful occasion for recognition and appreciation; and

Whereas, Public recognition of outgoing academic senate leaders can foster a culture of appreciation, encourage future leadership participation, and strengthen connections among local senates throughout the California Community Colleges system;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) establish a practice of publicly recognizing outgoing local academic senate leadership at ASCCC plenary sessions or other events.

Contact: Victoria Bañales, Cabrillo College, Area B

*#111.05 F26 Resolution on Increasing Academic Senate Dues

Whereas, The Academic Senate for California Community Colleges (ASCCC) Board of Directors at its October 16, 2026 meeting was presented a summary on the dues calculation for Agenda Item IV.C. that concluded, "Given

[102] California Community Colleges Chancellor's Office, "Ethnic Studies," institutional resource; "California Community Colleges Governing Board Approves Ethnic Studies Graduation Requirement," press release (2021); ASCCC, "Ethnic Studies Graduation Requirement," resolution 09.03 F20 (Fall 2020); "Clarify and Strengthen the Ethnic Studies General Education Requirement," resolution 09.04 F20 (Fall 2020); "Establish an Equitable California State University General Education Breadth Ethnic Studies Area F Review Process," resolution 15.03 F22 (Fall 2022); and "Proposed Revision to Title 5, Section 55063 Minimum Requirements for the Associate Degree Ethnic Studies Requirement," resolution 07.07 S23 (Spring 2023).

the fiscal challenges facing the ASCCC and how these are translating into increased costs for conference attendees it is incumbent on the board to discuss whether an increase in membership dues can provide additional fiscal stability;"[103]

Whereas, At the August 13, 2026 Academic Senate for California Community Colleges Board of Directors meeting, Agenda Item III.H. on the fiscal year 2027 Operating Budget provided some detail on revenue and expenditures but did not fully account for the $707,705 shortfall or the necessity of increasing membership dues; and [104]

Whereas, It is reasonable for local academic senates to seek to be fully informed on the specific causes of the fiscal challenges as well as cost savings and efficiencies instituted by the Academic Senate for California Community Colleges (ASCCC) if the local academic senates are going to succeed in requesting their local administration to pay for the increase in ASCCC membership dues;

Resolved, That, before increasing membership dues, the Academic Senate for California Community Colleges shall publish at its Fall 2027 Plenary a detailed report with (a) a multi-year analysis of all expenditures and revenue broken out by category and (b) a written assessment of cost-saving measures and efficiencies that could offset the shortfall.

Contact: Jeffrey Hernandez, Los Angeles Community College District, , Area C

*#111.06 F26 Resolution on Local Academic Senate President Approval of ASCCC Faculty Appointments

Whereas, The Academic Senate for California Community Colleges (ASCCC) Bylaws Article V identifies a role for local academic senate president approval in faculty appointments[105] and the ASCCC's Faculty Appointment Process, updated in May 2022, requires local academic senate president approval for appointment to Senate committees, task forces, or advisory groups;[106]

Whereas, In adopting Fall 2021 Resolution 01.04 on Greater Transparency in the Committee Appointment Process[107] to promote diversity, the Academic Senate for California Community Colleges (ASCCC) did not conclude local academic senate president approval of faculty appointments as a problem towards that goal but instead, in adopting Spring 2026 Resolution 106.01 Supporting Equitable Faculty Leadership and Governance Practices in Local Academic Senate, the ASCCC "encourage[d] local academic senates to develop leadership pipelines and mentorship opportunities that intentionally recruit, mentor, and support historically underrepresented faculty, including Black faculty, faculty of color, and part-time faculty, for participation in local and statewide academic senate leadership roles;"[108]

Whereas, Agenda Item III.B. at the October 16, 2026 Board of Directors meeting presented three options for consideration, including two that involved removing the requirement of local academic senate president

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[103] https://www.asccc.org/sites/default/files/Agendas/October%20Meeting%20Agenda.pdf#page=61 For additional information, see the Membership Dues Presentation https://www.asccc.org/sites/default/files/Agendas/2026.10.16_Membership%20Dues%20Presentation.pdf

[104] https://www.asccc.org/sites/default/files/Agendas/August%20Agenda%20Packet%20pc.pdf For additional information, see the F27 Operating Budget presentation, III.H.(i)H.FY 27 ASCCC Operating Budget, https://www.asccc.org/sites/default/files/Agendas/2026.08.14_FY27%20Budget%20Presentation%20%281%29.pdf and the F27 Operating Budget table, III.H.(ii)H.FY 27 ASCCC Operating Budget, https://www.asccc.org/sites/default/files/Agendas/2026.08.14_FY27%20Budget%20%282%29.pdf

[105] https://asccc.org/sites/default/files/Appointment_Process.pdf

[106] https://www.asccc.org/about/bylaws

[107] https://www.asccc.org/resolutions/greater-transparency-committee-appointment-process

[108] https://www.asccc.org/resolutions/supporting-equitable-faculty-leadership-and-governance-practices-local-academic-senate

approval of Academic Senate for California Community Colleges faculty appointments and a third that retained local academic senate approval but made that local decision publicly available information;[109] and

Whereas, Removing local academic senate approval of Academic Senate for California Community Colleges faculty appointments runs counter the role of local academic senates in the appointment of faculty inherent in California Code of Regulations Title 5 Section 53200;[110]

Resolved, That the Academic Senate for California Community Colleges (ASCCC) shall retain the requirement of local academic senate president approval for ASCCC faculty appointments but will make the local academic senate president decisions publicly available information; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) directs the Relations with Local Academic Senates Committee to collect and analyze publicly available information on the decisions of local academic senate presidents and ASCCC Board members pertaining to ASCCC faculty appointments, publish a report of its findings by the Spring 2028 Plenary, and make recommendations based on its report to advance the goals of transparency and alignment with inclusion, diversity, equity, anti-racism, and accessibility.

Contact: Jeffrey Hernandez, Los Angeles Community College District, Area C

112. HIRING, MINIMUM QUALIFICATIONS, EQUIVALENCY, AND EVALUATIONS

*112.01 F26 Adopt the Updated ASCCC Paper, "Faculty Hiring Processes and Procedures"

Whereas, In Spring 2025, the Academic Senate for California Community Colleges adopted Resolution 112.04 Update the Paper, "A Re-examination of Faculty Hiring Processes and Procedures" which recognized the need to update this paper, including its title, to reflect significant changes since the last iteration in 2018; and

Whereas, Faculty leaders on the 2025-26 Academic Senate for California Community Colleges (ASCCC) Education Policies Committee and the ASCCC Equity Diversity and Action Committee, as well as the 2025-26 ASCCC Board of Directors have contributed their expertise in updating the paper to reflect the most current practices in faculty hiring procedures, resulting in the updated paper titled "Faculty Hiring Processes and Procedures";

Resolved, that the Academic Senate for California Community Colleges adopt the paper titled "Faculty Hiring Processes and Procedures[111]" and disseminate the paper to local academic senates upon its adoption.

Contact: Mitra Sapienza, ASCCC Board of Directors

[109] https://www.asccc.org/sites/default/files/Agendas/October%20Meeting%20Agenda.pdf#page=43

[110] https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

[111] "Faculty Hiring Processes and Procedures" Paper

113. LEGISLATION AND ADVOCACY

113.01 F26 Removal of "Master" from the California Master Plan for Higher Education

Whereas, Over three-quarters of Black/African American undergraduates are enrolled in a public college or university, with California community college students accounting for two out of every three Black/African American undergraduate students across the state;[112]

Whereas, The California Community Colleges Chancellor's Office (CCCCO) has advanced Diversity, Equity, Inclusion, and Accessibility (DEIA) for students, faculty, and staff via Diversity, Equity, and Inclusion (DEI) Integration Plans, a Call to Action, tools and support for the creation of equity-centered, anti-racist policies and practices, Vision 2030, and the DEIA strategic plan;

Whereas, The Academic Senate for California Community Colleges promotes the utilization of Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) practices via numerous tools and has adopted IDEAA as core parts of the mission, vision, and organizational policies; and

Whereas, The word "Master" has historically indicated a mastery over a skill or area of knowledge, but it has and still is used to mean to have control or authority over a human, and is fundamentally linked with the institution of slavery, which continues to have lasting negative impacts on the Black/African American population;

Resolved, That the Academic Senate for California Community Colleges work with our system partners, the California State University, the University of California, the California Community Colleges Chancellor's Office (CCCCO), and the legislature to advocate for the removal of the word "Master" from the California Master Plan for Higher Education.

Contact: Jerome Hunt, ASCCC Board of Directors

*#113.02 Ensuring Faculty Voice in the Recommendation of Legislative Clean-up Language and/or Clarifying Edits to AB 2694 and SB 960

Whereas, Assembly Bill 2694 (Alvarez, 2026)[113] and Senate Bill 960 (Cabaldon, 2026)[114], signed into law on September 18, 2026, establish significant changes to the California Community College Baccalaureate Degree Program, including provisions addressing program approval, duplication of existing university programs, workforce needs, and institutional eligibility;

Whereas, The implementation of Assembly Bill 2694 and Senate Bill 960 may necessitate subsequent legislative clean-up language, technical corrections, or clarifications to ensure that statutory provisions are consistent and equitable, and effectively support the development and implementation of community college baccalaureate degree programs;

Whereas, Faculty expertise in curriculum development, degree requirements, educational program development, academic standards, and student success is essential to informing legislation and policies that directly affect academic and professional matters within the California Community Colleges; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) serves as the statewide representative of community college faculty in academic and professional matters, and meaningful consultation

[112] *The State of Higher Education for Black Californians*, The Campaign for College Opportunity, March 2026; https://e1.nmcdn.io/assets/cco/wp-content/uploads/2026/03/2026_StateHighEdBlackCA_i10_v5_SinglePgs.pdf.
[113] AB 2694 (2026)
[114] SB 960 (2026)

with the ASCCC is necessary to ensure that faculty perspectives inform future legislative changes affecting community college baccalaureate degree programs;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, legislative authors, and other appropriate statewide partners to identify and communicate faculty recommendations regarding any proposed clean-up language and/or clarifying edits to Assembly Bill 2694 (Alvarez, 2026) and Senate Bill 960 (Cabaldon, 2026), with particular attention to curriculum, academic standards, equitable access, and student success; and

Resolved, That the Academic Senate for California Community Colleges advocate that any subsequent legislation intended to amend, clarify, or make technical corrections to Assembly Bill 2694 (Alvarez, 2026) and Senate Bill 960 (Cabaldon, 2026) include meaningful consultation with the Academic Senate for California Community Colleges and consideration of its recommendations prior to the finalization of such legislation.

Contact: RJ Dolbin, Irvine Valley College, Area D

114. CONSULTATION WITH THE CHANCELLOR'S OFFICE

114.01 F26 Minimum Qualifications for Mirrored Courses

Whereas, Mirrored courses are those in which sections of a credit and noncredit course are taught at the same time by the same instructor; and the course outlines of record for the noncredit and credit course are the same in regard to content, objectives, learning outcomes, and assignments, but may differ in terms of the discipline assignment;

Whereas, A student in a mirrored course has the option to enroll in a noncredit or a credit section therefore a student should have the option of being taught by an instructor with the minimum qualifications to teach a credit course;

Whereas, Noncredit and credit minimum qualifications differ in that credit minimum qualifications typically require a master's degree, and faculty with qualifications higher than the minimum may be assigned to teach a credit or noncredit course; and

Whereas, The Minimum Qualifications Handbook currently has no guidance on how to assign faculty to teach mirrored courses;

Resolved, That the Academic Senate for California Community Colleges recommends that mirrored courses are taught by instructors with credit course minimum qualifications (or equivalent); and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include a statement guiding districts to assign faculty who meet the credit minimum qualifications to teach mirrored courses in the Minimum Qualifications Handbook.

Contact: Michelle Vogel Trautt, ASCCC Standards and Practices Committee

*+114.02 F26 Reactivating the CCCCO Library and Learning Resources Program Advisory Committee (LLRPAC)

Whereas, the Library and Learning Resources Program Advisory Committee (LLRPAC) was established by the California Community Colleges Chancellor's Office (CCCCO) to provide statewide expertise and recommendations regarding library services, learning resources, information literacy, student learning support, and emerging issues affecting California community college libraries, serving as an important collaborative forum between the CCCCO and practitioners throughout the system; and

Whereas, California community college libraries and learning support programs continue to play an essential role in advancing student learning, equitable access, information literacy, research skills, academic integrity, open educational resources, burden-free instructional materials, digital literacy, workforce readiness, and

student success while supporting the academic mission of colleges through instruction, collections, technology, and partnerships with instruction, counseling, tutoring, and student services; and

Whereas, California community college libraries and learning support programs are navigating significant and rapidly evolving challenges, including the widespread adoption of artificial intelligence (AI), the increasing need for AI literacy and responsible use of AI in teaching and learning, concerns regarding misinformation and synthetic media, digital accessibility, privacy and cybersecurity, data security, digital resource licensing, data-informed decision-making, and expanding expectations for online and hybrid library instruction, which warrant coordinated statewide discussion, support and guidance; and

Whereas, Collaboration among the California Community Colleges Chancellor's Office, the Academic Senate for California Community Colleges, the Council of Chief Librarians, and other statewide student learning partners would strengthen communication, inform policy development, identify professional development needs, and support innovative practices that ensure California community college libraries continue to meet the changing educational and technological needs of students, faculty, and colleges;

Resolved, that the Academic Senate for California Community Colleges urges the California Community Colleges Chancellor's Office to reactivate the Library and Learning Resources Program Advisory Committee as a standing statewide advisory committee.

Contact: Stephanie Curry, Reedley College, Area A

*+114.03 F26 Common Course Numbering: A Common-Sense Timeline

Whereas, Common Course Numbering Phase III is the largest phase developed to date, requiring substantial coordination across disciplines and campus operations;

Whereas, Local implementation requires faculty review, curriculum and governing board approvals, course and program revisions, articulation coordination, technology updates, catalog publication, and student communication, each operating within established institutional timelines;

Whereas, The California Community Colleges Chancellor's Office has withheld Phase III templates pending systemwide transferability and articulation assurances and removed the Fall 2027 implementation expectation, but has not established a minimum local implementation period following official release[115]; and

Whereas, Compressed implementation timelines create the potential for mischief through rushed curriculum review, inconsistent course and program information, and avoidable confusion for students, undermining the clarity and credit mobility Common Course Numbering is intended to provide;

Resolved, That the Academic Senate for California Community Colleges advocate with the California Community Colleges Chancellor's Office to establish a minimum of twelve months between the official release of final Common Course Numbering (CCN) course templates and required student-facing implementation for Phase III, subsequent phases, and future CCN course templates updates to accommodate established local curriculum approval, articulation, catalog, and technology cycles.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

*+114.04 F26 Common Course Numbering: Keep the Prefixes Common

Whereas, Common Course Numbering is intended to provide students with consistent course identifiers that support credit mobility and transfer, and stable discipline prefixes are essential to that consistency;

Whereas, Implementing Common Course Numbering prefixes requires coordinated changes to course outlines, degree and certificate requirements, prerequisite references, catalogs, student information systems, advising

[115] California Community Colleges Memo March 13, 2026: Common Course Numbering Implementation Phase III Update, March 13, 2026, p. 2.

resources, and campus communications, making subsequent prefix changes a significant source of duplicated work;

Whereas, Selecting a different prefix in a later Common Course Numbering phase can create uncertainty about previously released templates and require colleges to repeat completed implementation work, creating the potential for inconsistent course references and student confusion; and

Whereas, Faculty expertise and local curriculum processes are central to Common Course Numbering implementation, requiring clear and consistent statewide decisions before colleges undertake coordinated curriculum and systems changes;

Resolved, That the Academic Senate for California Community Colleges advocate with the California Community Colleges Chancellor's Office for discipline prefixes established in officially released Common Course Numbering course templates to remain fixed across subsequent phases.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

Academic Senate for California Community Colleges
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Acceleration and the Academic Senate's 10+1 Responsibilities

Our inquiry is guided by the understanding that expanding access through accelerated courses and programs does not necessarily ensure equitable access to meaningful college learning and human connection. We want to better understand how acceleration affects student participation, success, and educational experiences, particularly for historically underserved and/or disproportionately impacted students. We also want to examine how accelerated courses and programs are developed, taught, supported, and evaluated to ensure equitable opportunities for intellectually engaging and personally meaningful learning. The Academic Senate's 10+1 responsibilities provide a framework for exploring these questions, ensuring teaching and learning excellence, and strengthening faculty leadership.

The Big Picture

For the 2021–22 through 2025–26 academic years, along with current offerings and future plans, we would like to explore:

- **Growth and development:** How have eight-week and other accelerated offerings evolved? Which courses, disciplines, and programs offer accelerated instruction? How have enrollment, scheduling, and instructional modalities changed, particularly the proportion of accelerated courses offered fully on-ground, hybrid, and fully online?
- **Access, participation, and choice:** Who enrolls in accelerated courses and programs, and how does participation vary across student populations? To what extent are students selecting acceleration based on informed educational preferences, and to what extent are institutional scheduling practices determining their options? Are traditional-length alternatives consistently available?
- **Retention and success:** How do retention, successful completion, grade distributions, and subsequent academic outcomes compare with traditional-length sections of the same courses? How do these comparisons account for differences in student populations, instructional modalities, and program supports?
- **Disproportionate impact:** What inequities emerge when participation and outcomes are disaggregated by race, ethnicity, gender, socioeconomic status, disability, age, enrollment status, and other relevant characteristics? Which populations benefit from acceleration, and which face additional challenges?
- **Student workload and scheduling:** How many students combine accelerated and traditional-length courses? What are their actual weekly instructional and independent-study demands during overlapping periods? How do these patterns affect retention, success, equity, and opportunities for meaningful learning?
- **Long-term outcomes:** How does acceleration affect persistence, credit accumulation, subsequent course success, degree and certificate completion, and transfer?
- **Student experiences:** What do students tell us about workload, intellectual engagement, opportunities for reflection and revision, relationships with faculty and peers, and access to academic and student support services?

Academic Senate Responsibilities

We are concerned that the Academic Senate has not been sufficiently engaged in examining the development, expansion, and educational implications of accelerated courses and programs within its 10+1 areas. We need to better understand how the college and faculty are working together to ensure educational quality, equitable opportunities, and meaningful learning experiences as accelerated offerings develop.

Our central question is: What structures and processes are necessary to ensure that the Academic Senate and discipline faculty exercise their 10+1 responsibilities consistently and meaningfully in the development, delivery, and evaluation of accelerated courses and programs?

In particular, we would like to explore how faculty are consulted and actively involved in the following areas:

1. Curriculum: How do faculty ensure that accelerated courses meet all approved Course Outline of Record requirements, including content, contact hours, independent-study expectations, instructional methodologies, assignments, and assessment? How are required instructional hours distributed between scheduled on-ground instruction and asynchronous online activities in accelerated hybrid courses? What processes ensure that asynchronous instructional activities satisfy applicable COR and instructional-hour requirements, and how are these processes documented and evaluated? How does acceleration affect opportunities for reflection, sustained intellectual engagement, revision, and mastery of course material? What role do discipline faculty play in determining which courses are appropriate for acceleration?

2. Degree and Certificate Requirements: How are accelerated courses integrated into degree, certificate, and transfer pathways? How are faculty involved in developing and evaluating these pathways? How do we ensure that acceleration supports meaningful academic progression and preparation for subsequent coursework rather than simply faster credit accumulation?

3. Grading: How are faculty grading authority and academic standards maintained in accelerated courses? What do comparisons of grading practices and outcomes across accelerated and traditional-length sections reveal about assessment and student learning? How do we distinguish successful course completion from demonstrated mastery of course material?

4. Educational Program Development: What role have faculty played in developing, expanding, and evaluating accelerated programs such as FastTrack? How are decisions made about which courses, disciplines, and pathways are accelerated? How have accelerated offerings changed across instructional modalities, particularly between fully on-ground and hybrid formats? What educational considerations and faculty-led evaluations inform decisions to combine acceleration with hybrid instruction? How do these decisions affect equitable opportunities for meaningful engagement and human connection?

5. Student Preparation and Success: How do we determine which students and courses are well served by acceleration? How do advising, registration, and scheduling processes help students understand the demands of accelerated instruction and manage overlapping eight- and sixteen-week workloads? How are prerequisites, student learning outcomes, and core competencies evaluated? How do academic, counseling, accessibility, and other support services meet students' needs within compressed schedules? What do we know about students' experiences of belonging, intellectual engagement, human connection, and confidence as college learners?

6. Governance Structures: How are decisions about accelerated courses and programs integrated into existing governance processes and committees, including Academic Affairs and Curriculum and Programs? How are faculty involved in evaluating cumulative scheduling demands across disciplines and programs? What

opportunities do the Senate and discipline faculty have for meaningful consultation and participation before accelerated pathways are introduced, expanded, or significantly changed?

7. Accreditation: How are accelerated courses and programs evaluated and represented in accreditation processes and reports? What role do faculty play in documenting compliance with instructional requirements, evaluating student learning, and assessing the educational effectiveness of accelerated instruction?

8. Faculty Professional Development: How are faculty supported in designing and delivering accelerated instruction that maintains academic quality, equitable teaching practices, and meaningful learning? What professional development addresses course design, instructional workload, assessment, accessibility, student engagement, and human connection? How are effective practices and faculty experiences shared and evaluated across disciplines?

9. Program Review: How are accelerated offerings evaluated through departmental and institutional program review? How are faculty involved in comparing accelerated and traditional-length sections across different instructional modalities, examining disaggregated participation and outcomes, identifying disproportionate impact, and developing and evaluating responses to equity gaps? How do program review findings inform decisions about the continuation, expansion, or modification of accelerated offerings?

10. Institutional Planning and Budget Development: What institutional planning and budget processes guide the development and expansion of accelerated courses and programs? How are faculty involved in establishing priorities, evaluating educational needs, and determining appropriate resource allocations? How do scheduling and planning decisions account for the cumulative workload of students combining accelerated and traditional-length courses? How do resource allocations ensure that faculty have appropriate instructional resources and that students have equitable access to counseling, tutoring, accessibility services, and other academic supports throughout accelerated terms? How are educational quality, meaningful learning, and equity incorporated into decisions about future expansion?

MiraCosta +1 Areas

1. Academic Calendar: How do accelerated scheduling structures affect instructional time, student and faculty workloads, course sequencing, and the availability of academic and student support services? What role does the Senate play in developing and evaluating these scheduling structures?

2. Prioritization of Full-Time Faculty Hiring: How does the expansion of accelerated courses and programs influence faculty staffing needs, instructional continuity, and hiring priorities? How are discipline faculty and the Senate involved in evaluating these needs and establishing priorities?

5. Academic Freedom: How are faculty academic freedom and pedagogical autonomy protected within structured accelerated pathways? How do institutional expectations for scheduling, course design, and instructional delivery affect faculty authority over teaching, learning, and assessment?

Dual Enrollment and Academic Senate 10+1 Responsibility

Our inquiry is guided by the understanding that expanding access to college courses does not necessarily ensure equitable access to meaningful college learning and human connection. We want to better understand not only who participates in Dual Enrollment and how students are doing in those classes, but also how these programs are designed, taught, supported, and evaluated to provide equitable opportunities for intellectually engaging and personally meaningful learning experiences. The Academic Senate's 10+1 responsibilities provide a framework for exploring these questions and strengthening faculty participation in this work.

The Big Picture

For the 2023–24, 2024–25, and 2025–26 academic years, we would like to explore:

- **Access and participation:** Who participates in Dual Enrollment, and at which schools? Which classes are we offering from which disciplines? How do participation rates, disaggregated by race, ethnicity, gender, socioeconomic status, disability, and other relevant characteristics, compare with the demographics of participating high schools?
- **Retention and success:** How do Dual Enrollment retention and success rates compare with MiraCosta's overall rates and appropriate high school comparison groups?
- **Disproportionate impact:** What inequities emerge when we disaggregate participation, retention, success, and subsequent educational outcomes?
- **Long-term outcomes:** What happens to Dual Enrollment students after high school? Do they continue at MiraCosta, attend other colleges or universities, or enter the workforce? How do outcomes vary across student populations?
- **Barriers to participation:** What do we know about students who do not participate and the barriers that may limit their access?

Academic Senate Responsibilities

We are concerned that the Academic Senate has not been sufficiently engaged with Dual Enrollment in its 10+1 areas. We need to better understand how the college and faculty are working together to ensure educational quality, equitable opportunities, and meaningful learning experiences for Dual Enrollment students.

Our central question is: What structures and processes are necessary to ensure that the Academic Senate and discipline faculty can exercise their 10+1 responsibilities consistently and meaningfully as Dual Enrollment continues to develop?

In particular, we would like to explore how faculty are consulted and actively involved in the following areas:

1. Curriculum: How do faculty ensure consistency between approved Course Outlines of Record and actual instruction, including content, instructional methodologies, contact hours, assignments, and assessment? How do these elements reflect and respond to students' diverse cultural, linguistic, and educational experiences?

2. Degree and Certificate Requirements: What role do Dual Enrollment courses play in meeting high school, college degree, certificate, and transfer requirements? How are faculty involved in reviewing these requirements and ensuring that students understand how their credits apply?

3. Grading: How is MiraCosta faculty authority over grading criteria and policies maintained in Dual Enrollment settings? How are differences between college and high school grading expectations addressed?

4. Educational Program Development: What role do faculty play in developing and evaluating Dual Enrollment pathways and programs, including decisions about which courses are offered at particular schools? How are faculty involved in aligning curriculum and teaching methodologies with pathway and cohort needs? How do these decisions reflect the interests and aspirations of students, particularly those historically underserved by higher education? How do these programs create opportunities for meaningful engagement among students, faculty, and the broader college community?

5. Student Preparation and Success: How are prerequisites established and met, and how are student learning outcomes and core competencies evaluated? How do academic, counseling, accessibility, and other support services address the needs of diverse student populations? What do we know about students' experiences of belonging, intellectual engagement, human connection, and confidence as college learners?

6. Governance Structures: How is Dual Enrollment integrated into governance processes and committees, including Academic Affairs and program review? What opportunities do the Senate and discipline faculty have for meaningful consultation and participation before new partnerships, pathways, or significant program changes are implemented?

7. Accreditation: How is Dual Enrollment presented and evaluated in accreditation processes and reports? What role do faculty play in developing and reviewing those reports?

8. Faculty Professional Development: How are college faculty prepared to teach effectively in high school environments? How are high school teachers serving as MiraCosta faculty integrated into institutional and discipline-level professional development and conversations about curriculum, instructional methodologies, assessment, equitable teaching practices, and student learning?

9. Program Review: How are Dual Enrollment offerings evaluated through departmental and institutional program review? How are faculty involved in examining disaggregated participation and outcomes, identifying equity gaps, and developing and evaluating responses to those gaps?

10. Institutional Planning and Budget Development: What are the planning and budget development processes related to Dual Enrollment, and how are faculty involved in establishing priorities and evaluating resource needs? How do planning and resource allocation decisions support equitable access to Dual Enrollment opportunities, meaningful learning experiences, and the academic and student support services necessary for student success?

MiraCosta +1 Areas

1. Academic Calendar: How do differences between college and high school calendars affect course planning, instruction, and grading?

4. Equivalency Procedures: How are minimum qualifications and equivalency procedures applied to high school teachers serving as MiraCosta faculty? What role do college faculty and discipline experts play in determining instructor qualifications and maintaining academic standards?

5. Academic Freedom: How are MiraCosta's academic freedom policies and procedures applied and protected in partner high schools?

Fall 2026
Academic Senate
HyFlex Recommendations

1. **The Need for Data**
   Although HyFlex courses make up a very small percentage of MiraCosta's course offerings, the Academic Senate strongly recommends that the college track student enrollment, retention, success, and disproportionate impact for classes taught in this modality in order to facilitate better decision making about HyFlex scheduling and the development of HyFlex support resources.

2. **The Continuation of Current Scheduling Practices**
   Because of the current unavailability of key data and the generally slow growth of HyFlex offerings over the past few years, the Academic Senate recommends that the college continue its current practice of developing HyFlex options on a class by class basis in those instances when departments and their deans determine these courses to be a valuable and viable option.

3. **In Class Instructional Support for Credit Hyflex Class**
   The Academic Senate recommends that credit HyFlex classes be assigned in class instructional support similar to the instructional aide model deployed in non-credit classes..