From Seed to Sustainability:

Strengthening the Spanish ZTC Pathway

Sabbatical Proposal – Spring 2027

Submitted by

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Abstract

From Seed to Sustainability: Strengthening the Spanish ZTC Pathway

This sabbatical project will strengthen Oxnard College's Spanish Program Zero Textbook Cost (ZTC) pathway by revising its earliest courses, expanding electives, and creating sustainable resources. The work includes updating SPAN R220 and SPAN R230 (Spanish for Heritage Speakers I & II), converting SPAN R232 (Latin American Literature) and SPAN R236 (Cultures of Latin America) into fully designated ZTC courses, and developing an ancillary repository for intermediate Spanish (SPAN R200, R210, R220, R230).

The project will yield Canvas master shells and a shared resource bank that promote equity, consistency, and long-term sustainability. Results will be disseminated through college-wide presentations, departmental workshops, and a final district report. By pruning, planting, and cultivating, this sabbatical ensures the Spanish ZTC pathway continues to grow as a model of accessible, equity-centered education.

Request for Sabbatical: Spring 2027
Previous Sabbatical: None
Hire Date: August 2016

Project Description

This sabbatical project proposes a renewal and expansion of the Spanish Program's Zero Textbook Cost (ZTC) pathway at Oxnard College—a pathway that began as a bold step toward equity and now requires thoughtful tending to remain vibrant and relevant. Like a garden that flourishes only with pruning, replanting, and new growth, the ZTC pathway must be continually refreshed to meet the needs of today's students.

The project will focus on three intertwined strands of work. First, it will revise and update SPAN R220 and SPAN R230 (Spanish for Heritage Speakers I and II), the earliest ZTC courses in the program, which have not undergone a major update since 2022. Second, it will extend the pathway by transforming two key electives—SPAN R232 (Latin American Literature) and SPAN R236 (Cultures of Latin America)—from OER-based into fully realized ZTC offerings, ensuring that students can complete the program without financial barriers at both the core and elective levels. Third, it will create a repository or "bank" of ancillary resources for intermediate Spanish, including grammar modules, vocabulary practice, authentic readings, and multimedia activities. These ancillaries will be designed for use in SPAN R200, SPAN R210, SPAN R220, and SPAN R230, strengthening both the heritage and non-heritage tracks.

For Oxnard College students—many of whom are first-generation, multilingual, and balancing work, caregiving, and academics—ZTC has already been a bridge across financial and access gaps. This project builds on that bridge, reinforcing its foundations and widening its lanes so more students can cross with confidence. By curating and updating resources with cultural responsiveness, creativity, and accessibility in mind, the project ensures that students encounter not just affordable materials, but materials that speak to their experiences and open new perspectives.

The ultimate goal is to position the Spanish Program as a model of sustainable, equity-driven ZTC design—a program where students thrive because cost is never a barrier, and where faculty have a robust toolkit to inspire learning. Like a well-tended garden or a carefully built bridge, this sabbatical project seeks to leave behind structures that will endure and grow, supporting students and faculty for years to come.

Rationale and Justification

The Spanish ZTC initiative at Oxnard College began with a seed planted in 2017, when SPAN R220: Spanish for Heritage Speakers I became the program's first Zero Textbook Cost course. That seed quickly grew, saving students thousands of dollars and demonstrating the power of OER to remove barriers and promote equity. Over time, the garden expanded, with SPAN R230: Spanish for Heritage Speakers II redesigned in 2021 and additional courses converted or piloted. Today, ZTC is no longer a single plant but an entire pathway that supports our diverse, multilingual, and largely first-generation student body.

Yet even the strongest gardens need tending. The earliest ZTC courses, SPAN R220 and SPAN R230, have not been comprehensively revised since 2022. Without thoughtful pruning and refreshing, they risk becoming outdated, less engaging, and less aligned with the needs of today's students. At the same time, two of our most important electives—SPAN R232: Latin American Literature and SPAN R236: Cultures of Latin America—remain OER-based but not officially designated ZTC. Converting them fully will extend the pathway beyond the core, ensuring that students can complete both required and elective courses without facing the barrier of textbook costs.

This sabbatical also looks toward planting new growth in the form of a repository of ancillary resources for intermediate Spanish. By developing grammar modules, vocabulary practice, authentic readings, and multimedia activities for SPAN R200, SPAN R210, SPAN R220, and SPAN R230, the project will create a seed bank of tools to support both heritage and non-heritage tracks. This repository will not only sustain existing courses but also provide fertile ground for faculty innovation and adaptation in future semesters.

The rationale for this project is both practical and equity-driven. Oxnard College serves a student population for whom the cost of a textbook can determine enrollment, persistence, or withdrawal. ZTC has already been a bridge across these gaps. This sabbatical will reinforce that bridge by ensuring the earliest ZTC courses remain strong, expanding its reach to electives, and cultivating new resources to nourish intermediate learners.

By combining revision, expansion, and innovation, this project will help the Spanish ZTC pathway continue to bloom—providing students with equitable, culturally responsive, and sustainable access to high-quality learning for years to come.

Background and Role at Oxnard College

I hold a Ph.D. in Hispanic Languages and Literatures from UC Santa Barbara and bring more than 20 years of experience teaching Spanish language, literature, and culture. Since joining Oxnard College in 2016, I have taught across the curriculum and worked to create inclusive, equity-driven learning environments for our diverse student body. When the seed of the Spanish ZTC initiative was planted in 2017 with SPAN R220, I became a key contributor to its growth, leading the conversion of SPAN R100 into a ZTC course that in its first year alone served 500 students and saved more than $27,500. As Lead Faculty for the Spanish Program, I continue to guide curriculum development, mentor adjunct faculty, and ensure alignment with institutional learning outcomes.

In addition to teaching, I have engaged in ongoing scholarship in Spanish literature, heritage language education, and pedagogy. My scholarly activities include co-authoring critical editions, publishing articles on Spanish Golden Age and Hispanic literature, and presenting research on heritage language teaching and equity-centered curriculum at regional and national conferences. This work informs my approach to course design, OER development, and the implementation of the Spanish ZTC Pathway.

My service to the college and community reflects a long-standing commitment to equity, access, and outreach. At Oxnard College and the Ventura County Community College District, I have contributed through participation on the Curriculum Committee, Program Review Committee, Professional Development Committee, Sabbatical Committee, and the District-Wide Equivalency Committee for Foreign Languages. I have also served on tenure-track review and faculty search committees, supporting the professional growth of colleagues and ensuring the continued strength of our academic programs. Community service includes serving as an interpreter and translator for the City of Oxnard's Office of Emergency Services, providing support for Disaster Preparedness events and materials in 2018.

This combination of teaching, scholarship, and service informs my approach to the Spanish ZTC Pathway, ensuring that course revisions, elective conversions, and the development of ancillary resources are evidence-based, culturally responsive, and sustainable. My professional activities, both within and beyond the college, position me to disseminate the results of this sabbatical effectively and to contribute to broader conversations about equity-centered curriculum innovation.

Project Objectives

As stated, the goals of this sabbatical are to expand and strengthen the Zero Textbook Cost (ZTC) Pathway for Spanish courses while deepening its alignment with Diversity, Equity, Inclusion, and Accessibility (DEIA) principles.

To achieve these goals, the project will:

- Advance the ZTC Pathway by developing, curating, and revising Open Educational Resources (OER) to replace commercial textbooks across core and elective Spanish courses.
- Ensure equitable access to academically rigorous, high-quality OER that are freely available to all students, regardless of economic background.
- Integrate diverse cultural perspectives by selecting works from authors and communities across Latin America, Spain, and the U.S., with an emphasis on historically underrepresented voices.
- Promote accessibility and differentiated instruction through OER adaptations that meet the needs of students with disabilities, varying learning preferences, and multiple levels of Spanish language proficiency.
- Foster culturally responsive pedagogy by incorporating cultural frameworks (e.g., *familismo*, the importance of family and community ties) that validate students' lived experiences and identities.
- Encourage collaborative learning through OER-based activities that promote peer engagement and the sharing of diverse perspectives.

Planned Curriculum Initiatives

The project will focus on three concrete initiatives to achieve these objectives:

- Revise and update the earliest ZTC courses (SPAN R220 Spanish for Heritage Speakers I and SPAN R230 Spanish for Heritage Speakers II), with updated OER materials compiled into Canvas master course shells.
- Convert key electives (SPAN R232 Latin American Literature and SPAN R236 Cultures of Latin America) into fully designated ZTC courses, redesigned with curated OER and Canvas master shells.
- Develop a repository ("bank") of ancillary resources for intermediate Spanish (SPAN R200, R210, R220, R230), including grammar modules, vocabulary practice, authentic readings, and multimedia activities, supported with faculty integration guides.

Project Methodology

The project will be carried out in three interrelated phases, each with specific methods and deliverables designed to ensure both quality and sustainability:

Phase 1 – Revising and Updating the First ZTC Courses (SPAN R220 and SPAN R230)

- Conduct a full review of existing course shells, focusing on alignment with Course Student Learning Outcomes (CSLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs).
- Audit all materials for cultural relevance, currency, and accessibility, updating readings, videos, and multimedia where needed.
- Integrate new Open Educational Resources (OER) that reflect diverse perspectives and authentic Spanish usage across regions.
- Apply the California Virtual Campus – Online Education Initiative (CVC-OEI) rubric to ensure quality standards in accessibility, design, and pedagogy.
- Compile updates into Canvas master course shells, ensuring consistency across multiple sections and instructors.

Phase 2 – Converting Elective Courses to ZTC (SPAN R232 and SPAN R236)

- Identify and replace any remaining commercial or non-free materials with high-quality OERs.
- Curate diverse literary texts, essays, and multimedia sources for SPAN R232 (Latin American Literature) to ensure equitable access to a wide range of voices, including underrepresented authors.
- For SPAN R236 (Cultures of Latin America), develop modules incorporating OER films, documentaries, music, and readings that highlight cultural, political, and social issues.
- Redesign syllabi to explicitly reflect ZTC designation and integrate materials into Canvas master course shells.

Phase 3 – Developing the Ancillary Repository for Intermediate Spanish (SPAN R200, R210, R220, R230)

- Design a repository organized by theme and skill (grammar, vocabulary, authentic readings, listening, and cultural modules).
- Create adaptable ancillary materials: self-check quizzes, interactive grammar activities, culturally relevant readings with guided vocabulary, and multimedia listening practice.
- Ensure materials are ADA-compliant (captioned audio/video, alt text for visuals).
- Pilot selected activities in draft form with faculty colleagues for feedback and refinement.
- Publish the repository in Canvas as a shared resource bank for faculty, with integration guides for ease of adoption.

- Quality Assurance and Collaboration
- Document all processes and maintain version control for OER updates.
- Build sustainability into design by creating materials that can be revised and expanded in future semesters.

A detailed list of the OER texts, repositories, and multimedia resources that will support these revisions and new developments is provided in the Preliminary Bibliography.

The design, revision, and dissemination of these ZTC courses will draw on my ongoing scholarship in Spanish pedagogy and literature, as well as my institutional service and leadership (see **"Background and Role"** section) ensuring that the project aligns with college and district priorities and supports sustainable, equity-centered implementation across faculty and programs.

Product of the Sabbatical

The sabbatical will result in several concrete, enduring products that will strengthen both the Spanish Program and Oxnard College's broader ZTC efforts:

Updated Master Course Shells for SPAN R220 and SPAN R230

- Fully revised and refreshed Canvas shells that integrate updated OERs, interactive activities, and accessibility features.
- Streamlined design for consistency across instructors and sections, ensuring students receive equitable learning experiences.

Two Newly Converted ZTC Electives (SPAN R232 and SPAN R236)

- Canvas master shells that replace all remaining commercial or fee-based materials with curated OERs.
- Culturally rich modules for Latin American Literature and Cultures of Latin America, incorporating diverse readings, multimedia, and assignments.
- Clear ZTC designation for both courses, allowing them to be officially included in the Spanish ZTC pathway.

Intermediate Spanish Ancillary Repository

- A structured "bank" of teaching and learning resources organized by skill and theme (grammar, vocabulary, authentic readings, listening activities, cultural modules).
- Designed for adaptability across SPAN R200, R210, R220, and R230.
- Includes integration guides to help faculty incorporate ancillaries directly into their courses.
- Stored in Canvas for easy access, updates, and long-term sustainability.

Final Written Report

- A comprehensive narrative of the project's goals, processes, outcomes, and recommendations.
- To be shared with Oxnard College leadership and the Ventura County Community College District (VCCCD) as a model for expanding ZTC pathways.

Together, these products will provide not only immediate benefits for students and faculty but also a sustainable infrastructure for maintaining and growing the Spanish ZTC pathway in future years.

Dissemination of Results

The results of this sabbatical will be shared through multiple levels of dissemination to ensure broad impact and sustainability:

At the College Level:

- Flex Week Presentation: A collegewide workshop during Flex Week will introduce the revised ZTC courses, showcase the new ancillary repository, and highlight the benefits of ZTC pathways for equity and student success.
- Department Presentation: A dedicated presentation for the Languages and Reading Department will demonstrate how the Spanish ZTC pathway can serve as a model for other disciplines considering ZTC or OER integration.

At the Program Level:

- Spanish Faculty Workshop: A focused, hands-on training session for full-time and part-time Spanish faculty will provide guidance on using the new Canvas master course shells and integrating the ancillary repository into their teaching. This workshop will include practical demonstrations and Q&A for immediate adoption.

At the District Level:

- Final Written Report: A comprehensive report will be submitted to Oxnard College leadership and shared with the Ventura County Community College District (VCCCD). This document will detail project outcomes, lessons learned, and recommendations for expanding ZTC pathways across disciplines and colleges.

Potential Broader Dissemination:

- If invited, results may also be shared at regional or state-level conferences on OER/ZTC, positioning Oxnard College as a leader in equity-focused curriculum design.

Through this multi-tiered dissemination plan, the project ensures that its benefits extend beyond a single instructor, embedding the results in program structures, faculty practice, and district-wide conversations about equity and affordability.

Project Work Plan and Schedule

This timeline presents the key steps for enhancing the Spanish ZTC pathway in Spring 2027. Activities include revising existing courses, converting additional courses to ZTC, and creating an ancillary repository of resources for intermediate Spanish. Monthly goals range from updating syllabi and integrating OERs to finalizing course materials and preparing a faculty presentation.

January 2027 – Preparation & Planning

- Finalize scope for SPAN R220 & R230 revisions

- Review syllabi, readings, and assessments

- Outline ZTC conversion plan for SPAN R232 & R236

- Design framework for ancillary repository

- Establish timeline and milestones

February 2027 – Revise SPAN R220 & R230

- Update readings, multimedia, and activities

- Revise assessments for clarity and inclusivity

- Ensure accessibility compliance

- Draft updated syllabi and Canvas master shells

March 2027 – Convert SPAN R232 & R236 to ZTC

- Integrate high-quality OERs

- Redesign course structure and assessments

- Build Canvas master shells

- Test navigation and usability

April 2027 – Develop Ancillary Repository

- Compile grammar, vocabulary, reading, and multimedia resources

- Create user-friendly repository structure

- Align resources with course objectives

- Ensure accessibility and reusability

May 2027 – Finalize & Report

- Complete course materials and Canvas shells

- Conduct quality checks for accessibility and alignment

- Prepare and submit final written report

Note: Piloting of courses and ancillary activities will occur when the courses are offered in AY 2027–2028.

Value of the Project

This project will significantly enhance student success, equity, and innovation at Oxnard College while strengthening the Spanish Program's leadership in the Zero Textbook Cost (ZTC) movement.

For Students

- **Financial Accessibility:** Eliminates the cost of textbooks, ensuring equitable access for first-generation, multilingual, and economically disadvantaged learners.
- **Cultural Representation:** Integrates diverse voices and perspectives, helping students see their identities reflected and validated.
- **Inclusive Learning:** Provides adaptable OER materials that meet accessibility standards and support varied learning preferences and Spanish proficiency levels.
- **Equitable Outcomes:** Expands access to high-quality, culturally relevant resources that improve retention and success, particularly for historically marginalized groups.

For Oxnard College

- **Mission Alignment:** Advances the college's DEIA commitments by broadening access and fostering inclusive learning environments.
- **Program Strengthening:** Delivers updated OER, Canvas master shells, and an ancillary repository to ensure consistency across sections and long-term sustainability.
- **Model for Innovation:** Positions the Spanish ZTC Pathway as a blueprint for other disciplines considering ZTC adoption.

For the District

- **Scalability:** Provides a replicable model for revising, sustaining, and expanding ZTC pathways across colleges.
- **Shared Learning:** A final written report will offer districtwide strategies for affordability, equity, and curriculum innovation.

For Myself as Faculty

As a faculty member, this project will allow me to deepen my expertise in OER curation, digital pedagogy, and ZTC course design. It will give me the time to reflect, refine, and cultivate sustainable structures for the Spanish program, empowering me to continue leading innovation in teaching and equity-centered curriculum design. Like a gardener returning to nourish the soil, this sabbatical will renew my own practice while leaving behind lasting growth for my students and colleagues.

Ultimately, this sabbatical is an investment in equity, sustainability, and innovation. By revising the earliest ZTC courses, converting electives, and creating an ancillary resource bank, the project not only reduces financial barriers for students but also enriches their learning with culturally relevant, accessible, and engaging materials. For Oxnard College, it strengthens the Spanish Program as a leader in equity-centered curriculum design and provides a replicable model for other disciplines. For the district, it establishes a sustainable pathway that aligns with broader goals of affordability and inclusive excellence. Like a well-tended garden, the Spanish ZTC pathway will continue to flourish long after the sabbatical ends, offering lasting benefits to students, faculty, and the college community.

Preliminary Bibliography

The following list represents a working bibliography of Open Educational Resources (OER) and repositories that will guide the revision and development of Spanish ZTC courses at Oxnard College. These resources were selected for their academic rigor, cultural diversity, and open licensing, ensuring that materials can be adapted for accessibility, inclusivity, and long-term sustainability. This bibliography demonstrates both the breadth of available OER in Spanish language, literature, and culture and the foundation upon which this sabbatical project will build.

Introductory and Intermediate Spanish OER

- Silvaggio-Adams, C., & Vallejo-Alegre, R. (2021). *Yo puedo: para empezar* and *Yo puedo: segundos pasos*. Milne Open Textbooks. (CC BY-NC)

- Hernández, J. (2021). *Pluma*. (CC BY-NC-SA)

- CSU Pueblo. *¡Cultivemos! 1* and *¡Cultivemos! 2*. (CC BY-NC-SA)

- Small, L., Escudero, P., Montoya, J., & Beck, E. (2021). *¡Chévere! Introductory Spanish I and II*. SUNY Oneonta. (CC BY)

- Ceciliano, A., & Notman, J. (2022). *Beginning Spanish, ¡Empecemos por aquí!*. Portland State University. (CC BY-NC)

- Huebener, P. *Libro Libre*. (CC BY-NC-SA 4.0)

- Corrales-Martín, R. (2021). *¡Que viva la música! Repaso de conversación*. North Broad Press, Temple UP. (CC BY-NC 4.0)

- Rossomondo, A. (2020). *Acceso*. (CC BY-NC 4.0)

- Ballesteros, E. et al. (2020). *Entrada Libre: Intermediate/Advanced Spanish Manual*. (CC BY-NC-SA 4.0)

- Balasch, C. et al. *Español y cultura en perspectiva*. (Licenses vary)

- Oechler, S. (2021). *Manual de gramática y composición*. Gettysburg College. (CC BY-NC-SA)

Heritage Speaker and Bilingual Spanish OER

- Foulis, E., & Alex, R. *Mi idioma, mi comunidad: español para bilingües*. (CC BY-NC-ND)

- Holguín Mendoza, C., Davis, R. L., Cabal Jiménez, M., Weise, J., & León Howarth, K. *Palabras propias: La historia cultural del mundo hispanohablante a través de textos primarios*. (CC BY-NC-SA 4.0)

- Carter, A., Romero, J., & Monto, C. *Español para hablantes nativos: Lenguaje en acción*. Open Oregon Educational Resources. (CC BY-NC-SA)

- Hernández, J. E., & Hernández, Y. *Heritage Spanish*. (Licensing varies)

- Casas, M. *Spanish Heritage Speakers* (Linn-Benton Community College, LibreTexts). (CC BY-NC-SA)

Literature and Culture OER

- Ward, J. (2019). *Antología abierta de literatura hispana*. LibreTexts. (CC BY)

- Sanders, R. (2017). *Leyendas y arquetipos del Romanticismo español*. LibreTexts. (CC BY-NC-SA)

- Small, L. (2020). *Civilización Hispanoamericana*. (CC BY)

Repositories and Multimedia Resources

- *Aprende Español con LibreTexts*. Saint Mary's College. (License varies)

- SpinTX Video Archive. Bullock, B. E., & Toribio, A. J.

- *Let's Chat! Spanish*. Boise State University (2022). (CC BY-NC-SA 3.0)

- Texas Coalition for Heritage Spanish. *OER for Language Teaching and Learning*.