



Zero Textbook Cost (ZTC) Acceleration Grant Collaboration Cohort Spanish Final Report

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INTRODUCTION

The Spanish Collaboration Cohort consisted of ten colleges. All of the colleges are working on the same pathway, the Spanish Associate of Arts for Transfer (AA-T) degree.

COLLABORATION COHORT PURPOSE

The Academic Senate for California Community Colleges (ASCCC) Open Educational Resources Initiative (OERI) facilitated the work of the ZTC Acceleration Grant Spanish Collaboration Cohort. Although this process was introduced to prevent the duplication of effort, it also provides a means to ensure the awareness of available OER and other sustainable means of achieving ZTC status, share OER development plans, and identify opportunities for collaboration across colleges. At the conclusion of the cohort process, the OERI will provide a report to the California Community Colleges Chancellor's Office (CCCCO) that will document the work of the cohort, verify the absence of duplicative plans, and/or delineate how duplication will be prevented or minimized.

SPANISH COLLABORATION COHORT – MEMBER COLLEGES AND ZTC PATHWAYS

The Spanish Collaboration Cohort consisted of the following colleges that were all working on the Spanish AA-T.

- Allan Hancock College (AHC)
- American River College (ARC)
- Chabot College
- Cuyamaca College
- Cypress College
- Fresno City College (FCC)
- Imperial Valley College (IVC)
- Mendocino College
- Napa Valley College (Napa)
- Solano College

STATUS OF SPANISH REQUIRED CORE COURSES SPECIFIED IN THE SPANISH TRANSFER MODEL CURRICULUM AT COHORT COLLEGES

The Spanish Transfer Model Curriculum (TMC) specifies four Spanish language courses in the required core. In addition to the required Spanish language courses, the TMC also requires one additional course that has articulation as Spanish major preparation at a California State University. In the event that a student is able to test or place out of any of the required Spanish language courses, colleges typically specify the courses that can be taken to meet the requirement that the major consist of at least eighteen units.

Elementary Spanish I (C-ID SPAN 100)

Currently ZTC – AHC, ARC, Chabot, Cuyamaca, Cypress
Piloting remix in Fall 2024 – FCC, Solano
Creating remix – IVC
Exploring available OER – Mendocino, Napa

Elementary Spanish II (C-ID SPAN 110)

Currently ZTC - AHC, ARC, Chabot, Cuyamaca, FCC
Piloting remix in Fall 2024 – FCC, Solano
Creating remix – Cypress, IVC
Exploring available OER – Mendocino, Napa

Intermediate Spanish I (C-ID SPAN 200)

Currently ZTC – ARC, Cuyamaca, Cypress
Creating remix – AHC, FCC, IVC
Exploring available OER –Napa, Solano
Developing new OER to pilot Fall 2025 – Mendocino
Developing homework – Chabot (completion expected Fall 2024)

Intermediate Spanish II (C-ID SPAN 210)

Currently ZTC – ARC, Cuyamaca, Solano
Adopting existing OER - Cypress
Creating remix – AHC
Exploring available OER –Napa,
Developing homework – Chabot (completion expected Fall 2024)
Creating new OER – Mendocino (presently ZTC with library resources)
No information provided – FCC

Spanish for Heritage Speakers I and II (C-ID SPAN 220 and 230)

Currently ZTC – ARC, IVC
Creating remix – FCC, Cypress

Creating new OER – Mendocino (presently ZTC with library resources)

STATUS OF SPANISH LIST A COURSES IN THE SPANISH ASSOCIATE DEGREES FOR TRANSFER OFFERED AT COHORT COLLEGES

While the options for List A are numerous, it was determined that there might be duplication with respect to courses that focused on conversation and civilization. Consequently, the Cohort discussed their plans for such courses. Also included here are the other List A courses that were identified during the OERI's initial phase of information gathering. It should be noted that the Cohort's documentation does not demonstrate that all that potentially duplicative courses were discussed. As many of these courses are not within the Spanish discipline, the cohort participants (primarily Spanish discipline faculty) would not have been prepared to discuss courses in disciplines such as history, literature, Chinese, and French.

Conversational Spanish

- AHC: Advanced Spanish Conversation – Creating local remix in Spring 2025
- Cuyamaca: Conversational Spanish I and II – Ongoing local remix
- Cypress: Conversational Spanish – Plan pending
- IVC: Bilingual Oral Spanish – Creating new OER
- Napa: Second Semester Spoken Spanish – Local remix in Fall 2024
- Solano: Intermediate Conversational Spanish – Potential local remix

Spanish/Hispanic/Latin American Civilization and/or Culture

- Cuyamaca: Hispanic Civilizations – Creating new OER
- Cuyamaca: Spanish and Latin American Cultures – Creating new OER
- Mendocino: Mexican American Culture – Plans not specified

Other List A Courses

- American River: History of Mexico – Plans not specified
- Chabot: Mexican American/Latinx Literature of the U.S. – OER starting point to be determined (TBD)
- Chabot: Modern Latin America History – Creating new OER
- Cypress: Elementary Chinese-Mandarin I and II – OER starting point TBD
- Cypress: Elementary French I – Currently ZTC
- Cypress: Elementary French II – Adopting existing OER
- Cypress: Elementary French III-IV – OER starting point TBD
- Cypress: Japanese I-IV – Currently ZTC
- Fresno: The Short Story: Mexico, Spain, and the U.S. – OER starting point TBD
- Fresno: The Short Story: Latin America – OER starting point TBD
- Fresno: Introduction to Poetry in Spanish – OER starting point TBD
- IVC: Early Latin America – Plans not specified

- Mendocino: Intro to Latin-American Literature and Film – Plans not specified
- Mendocino: Mexican History and Mexican American History – Plans not specified

CONCLUSIONS

The Spanish Collaboration Cohort convened synchronously via Zoom on March 22. The ASCCC OERI presented the group with the results of the data collection process and asked for clarity where data were missing. In addition, the ASCCC OERI presented available OER for the cohort's consideration. Two follow-up meetings were held to discuss potential collaborations on May 9 and August 19.

A number of colleges have already begun local projects to convert pathway courses to ZTC as over half of the colleges in the cohort have already received full funding. As a consequence, each college has a different timeline for each course resulting in no formal cross-college collaborative projects at this time. In addition, approaches to teaching Spanish language courses vary and customizing existing OER is a common practice in the discipline.

Despite the circumstances that impede collaboration, participants indicated an interest in continuing to engage with each other throughout their ZTC work. Some examples of this ongoing engagement include asking for feedback, guidance, and building off of previously completed projects. In addition, the ASCCC OERI Spanish Discipline Lead will organize a virtual forum for cohort members and other Spanish faculty to share their projects and seek feedback. It is hoped that ongoing communication will serve to minimize duplication of effort moving forward.

APPENDIX 1 – COURSES SPECIFIED IN THE SPANISH TRANSFER MODEL CURRICULUM (TMC)

Spanish TMC Required Core – Course Title	C-ID Designation
Elementary Spanish I	SPAN 100
Elementary Spanish II	SPAN 110
Intermediate Spanish I OR Spanish for Heritage Speakers I	SPAN 200 SPAN 220
Intermediate Spanish II OR Spanish for Heritage Speakers II	SPAN 210 SPAN 230

Spanish TMC – List A (1 course; All options must have articulation as major preparation for the Spanish major at a California State University.

Spanish Composition

Elementary or Intermediate Conversational Spanish

Introduction to Spanish/Hispanic/Latin-American Literature

Latin American/Spanish History

Hispanic/Latino Culture and Civilization

A course in Elementary or Intermediate level in other languages - Italian, French, Latin or Portuguese **ONLY** in cases where local colleges do not offer Spanish courses beyond Intermediate Spanish

Any course articulated as major preparation for the Spanish major

APPENDIX 2 – RESOURCES IN USE OR IDENTIFIED BY SPANISH COLLABORATION COHORT COLLEGES

Resource	Course	College(s)
¡Naveguemos juntos! (2021) – LibreTexts (CC BY-NC 4.0)	SPAN 100 SPAN 110	Cuyamaca Chabot (remix) American River (remix) Cypress College (remix) Allan Hancock College (remix)
Pluma (Hernández, 2021) (CC BY NC SA)	SPAN 100 SPAN 110	MiraCosta Napa Valley American River
¡Chévere! (CC BY) SUNY Oneonta	SPAN 100	Chabot (remix) American River (remix) Cypress College (remix) Allan Hancock College (remix) Fresno City College (remix)
Libro Libre (Huebener) – LibreTexts (CC BY-NC-SA 4.0)	SPAN 100 SPAN 110	Chabot (remix) Cypress College (remix) Allan Hancock College (remix)
Homework Tarea Libre CC BY-NC 4.0	SPAN 100 SPAN 110	Chabot Reedley Madera Cypress College (remix) Allan Hancock College (remix)
Entrada Libre: Intermediate/Advanced Spanish Manual (Ballesteros et al., 2020) (CC BY-NC-SA 4.0)	SPAN 200 SPAN 210	Chabot Cañada Cypress College Solano San Jose City American River Solano College
Pluma (Hernández, 2021) (CC BY NC SA)	SPAN 200	MiraCosta
Spanish Grammar Manual (Yepes, 2020) (CC BY-NC-SA)	SPAN 200 SPAN 210	Chabot (remix) American River

Redes 2. Curso de español intermedio – LibreTexts (Warnock, Portland State University) (CC BY-NC 4.0)	SPAN 200 SPAN 210	American River Fresno City College
Acceso (Rossomondo, 2020) -LibreTexts CC BY-NC	SPAN 200 SPAN 210	Chabot Cañada Cypress College Solano Cuyamaca Mendocino Solano College
Homework Tarea Libre 2 CC BY-NC 4.0 (Available Fall 2024)	SPAN 200 SPAN 210	Chabot

APPENDIX 3 – AVAILABLE OER FOR SPANISH ZERO TEXTBOOK COST ASSOCIATE OF ARTS FOR TRANSFER

The following list provides examples of existing Open Educational Resources (OER) that can be used for the indicated courses. The structure presented here aligns with the [Spanish Transfer Model Curriculum](#). Access curated collections of resources for Spanish at [Open Educational Resources and Spanish](#) and [OER and the Spanish TMC](#). Due to the wealth of available resources, the list below is not comprehensive.

“Core” Courses

Local departmental placement evaluation determines the course level where individual students begin the core courses. Credit or placement equivalent to two years of college level Spanish are required. If a student places out of any course and is not awarded units for that course, the student will have to take additional units to compensate for the course/units needed to reach at least 18 total units in the major (per Title 5 regulations). Course substitutions are made at the discretion of the local college and may or may not be delineated in the local degree. Suggested substitutions include courses in List A. Additional suggested substitutions have also been provided below.

Elementary Spanish I ([C-ID SPAN 100](#)) and Elementary Spanish II ([C-ID SPAN 110](#))

- [Yo puedo: segundos pasos \(Silvaggio-Adams and Vallejo-Alegre, Milne Open Textbooks, 2021\) \(CC BY-NC\)](#)
- [Yo puedo: para empezar \(Silvaggio-Adams and Vallejo-Alegre, Milne Open Textbooks, 2021\) \(CC BY-NC\)](#)
- [Instructor Guide: Tarea Libre I \(ASCCC OERI, Moon, Lee, Harmon, and Meléndez-Ballesteros\) \(CC BY\)](#)
- [¡Cultivemos! 1 and ¡Cultivemos! 2 \(CSU Pueblo\) \(CC BY-NC-SA\)](#)
- [Elementary Spanish I \(Serrano, 2016\) \(CC BY-NC-SA\)](#)
- [¡Bienvenidos! Spanish Language Textbook \(Farmer et al., 2020\) \(CC BY 4.0\)](#)

Intermediate Spanish I ([C-ID SPAN 200](#)) or Spanish for Heritage Speakers I ([C-ID SPAN 220](#))

Some resources above Elementary Spanish I and II may be applicable.

Intermediate Spanish II ([C-ID SPAN 210](#)) or Spanish for Heritage Speakers II ([C-ID SPAN 230](#))

A combination of resources may be needed to meet C-ID descriptor.

Culture

- [Acceso \(Rossomondo, 2020\)](#) (CC BY-NC 4.0) A complete interactive online curriculum for intermediate-level learners of second-year Spanish developed at the University of Kansas.

Grammar Review

- [Entrada Libre \(Ballesteros, Lee, Crisosto, and Moon, 2020\)](#) (CC BY-NC-SA 4.0) Entrada Libre is an intermediate/advanced college-level Spanish OER grammar manual for second language learners and heritage speakers of Spanish at the community college level.
- [Spanish Grammar Manual \(Yepes, 2020\)](#) (CC BY-NC-SA) This is a bilingual grammar manual for advanced students. It can be used for general review and reference in courses from second-year Spanish (B2) up.
- [Redes 2: Curso de español intermedio \(Warnock, 2021\); Redes 2: Curso de español intermedio \(Warnock, 2021\) – LibreTexts](#) (CC BY-NC 4.0) This OER was developed by Ines Warnock from Portland State University.

For Heritage Speakers

- [OER Spanish Heritage Speakers \(Casas, 2021\); OER Spanish Heritage Speakers \(Casas, 2021\) – LibreTexts](#). (Linn-Benton Community College, CC BY-NC-SA)

List A Options

Spanish Composition

- [Introducción a la escritura: Genre-Based Writing for Intermediate Spanish Students \(Zapata, 2021\)](#) (CC BY-SA 4.0) This is a course for intermediate low/intermediate mid L2 Spanish students grounded in the tenets of the multiliteracies framework Learning by Design and Genre-Based Instruction.

Elementary or Intermediate Conversational Spanish

- [¡Que viva la música! Repaso de conversación \(Corrales-Martín, 2021, North Board Press Temple UP\)](#) (CC BY-NC 4.0) This is an open textbook intended for conversation review, typically a fourth-semester Spanish class.

Introduction to Spanish/Hispanic/Latin-American Literature

- [Antología abierta de literatura hispana \(Ward, 2019\)](#); [Antología abierta de literatura hispana \(Ward, 2019\) – LibreTexts](#) (CC BY) This anthology focuses on canonical authors and an attempt to include voices that have been marginalized. Each text includes an introduction and annotations created by students. Some of the authors include: Don Juan Manuel, Cristóbal Colón, Hernán Cortés, Sor Juana, Gustavo Bécquer, Clorinda Matto de Turner, Rubén Darío, and many others.
- [Leyendas y arquetipos del Romanticismo español \(Sander, 2017\)](#); [Leyendas y arquetipos del Romanticismo español \(Sanders, 2017\) – LibreTexts](#) (CC BY-NC-SA)
This is an introductory textbook on nineteenth-century Spanish literature with a thematic focus on legends and archetypes. It is designed for intermediate Spanish students at the university level. It includes poetry, drama in verse, and short story.
- [Recorridos \(Arnold and Potter, 2017\)](#) (CC BY) This textbook is designed to facilitate the teaching and understanding of Cervantes's seminal work, Don Quijote, with historical information, narrative techniques, lists of characters, themes and keywords.

Latin American/Spanish History

- [LACLI \(Latin American, U.S. Latinx, and Iberian Online Free E-Resources\)](#) "LACLI is a collective effort to create a warehouse of online free e-resources with Latin American, Caribbean, U.S. Latinx, and Iberian full content."

Hispanic/Latino Culture and Civilization

- [Palabras propias \(Rabinovich, Pineda, Muñoz, González, Sebío, and Gullickson, 2021\)](#) (CC BY-NC 4.0)

OER for Suggested Course Substitutions

Intercultural Communication ([C-ID COMM 150](#))

See full list with descriptions, comments, and licensing on the [OER and Communication Studies](#) page

- [Intercultural Communication Version 2 \(Rice, College of the Canyons, 2019\) \(CC BY 4.0\)](#)
- [Language and Culture in Context: A Primer on Intercultural Communication \(Godwin-Jones\)](#)
- [Intercultural Communication \(Ahrndt, University of Missouri – St. Louis, 2020\)](#)

Introduction to Cultural Anthropology ([C-ID ANTH 120](#))

- [Perspectives: An Open Invitation to Cultural Anthropology, 2nd Edition \(American Anthropological Association, 2020\) \(CC-BY-NC 4.0\)](#)
- [Cultural Anthropology – LibreTexts \(CC-BY-NC-SA 3.0\)](#)

Introduction to Human Geography ([C-ID GEOG 120](#))

- [Introduction to Human Geography \(Dastrup\) \(CC BY-SA 4.0\)](#)
- [Introduction to Human Geography: A Disciplinary Approach \(Graves, 2020\) \(Free but not open\)](#)

Introduction to Gender ([C-ID SOCI 140](#))

- [Global Women's Issues: Women in the World Today, extended version \(Bureau of International Information Programs, United States Department of State\) \(Public Domain\)](#)
- [Gendered Lives: Global Issues- Milne Open Textbooks \(Fernandez and Nelson, 2021\) \(CC BY\)](#)

Introduction to Sociology ([C-ID SOCI 110](#))

- [Introduction to Sociology 3e \(OpenStax\); Introduction to Sociology 2e \(OpenStax\) – LibreTexts \(CC BY 4.0\)](#)

Introduction to Race and Ethnicity ([C-ID SOCI 150](#))

- [Immigrant and Refugee Families \(Ballard et al.\) – LibreTexts \(CC BY-NC\)](#)
- [Minority Studies \(Dunn\) – LibreTexts \(CC BY\)](#)
- [Race and Ethnic Relations in the U.S.: An Intersectional Approach \(2021\) – LibreTexts \(CC BY-NC-SA\)](#)

Introduction to Ethnic Studies

- [Introduction to Ethnic Studies \(ASCCC OERI, Fischer, Espinoza-Kulick, Acevedo, Hodges, Leal, and Cheshire\) \(CC BY-NC\)](#)

Introduction to Chicanx and Latinx Studies

- [New Directions in Chicanx and Latinx Studies \(ASCCC OERI, González, Espinoza-Kulick, Moreno, Arévalo, and Alvarez\) \(CC BY-NC\)](#)

APPENDIX 4 – ANTICIPATED NEW OPEN EDUCATIONAL RESOURCES

While many of the colleges in the cohort indicated their intent to remix existing OER and others indicated their intent to create, sufficient information is not available to state that any new OER texts should be anticipated. But a new homework resource is expected to be made available during the fall 2024 term. Tarea Libre 2, described below, is a collaborative project that was initiated prior to the convening of the Spanish Collaboration Cohort.

Tarea Libre 2, a second-year Spanish homework ancillary that consists of a comprehensive and accessible OER question bank of more than 800 interactive activities created all in ADAPT for intermediate and advanced Spanish. Specifically aligned with C-ID SPAN 200 and 210, this supplementary resource will complement the Spanish OER text materials already identified on the ASCCC OERI [Open Educational Resources and Spanish](#) page and will continue the work started with Tarea Libre (first-year).

APPENDIX 5 – ZTC ACCELERATION GRANT SPANISH COLLABORATION COHORT MEMO



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SUBJECT: Spanish ZTC Acceleration Grant Collaboration Cohort
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Cohort Participants and Data Collection

The following colleges participated in the Spanish Collaboration Cohort:

- Allan Hancock College - Spanish ADT (previously awarded)
- American River College (ARC) - Spanish ADT (previously awarded)
- Chabot College - Spanish ADT (previously awarded)
- Cuyamaca College - Spanish ADT
- Cypress College - Spanish ADT
- Fresno City College (FCC) - Spanish ADT
- Imperial Valley College (IVC) - Spanish ADT (previously awarded)
- Mendocino College - Spanish ADT
- Napa Valley College - Spanish ADT (previously awarded)
- Solano College - Spanish ADT (previously awarded)

The ASCCC OERI collected course level data for each of the pathways including current Zero Textbook Cost (ZTC) status, adopted resources, and plans to convert a course to ZTC to identify overlap and areas of potential collaboration. Since all participating colleges are working on the Spanish ADT, the courses were grouped using the Spanish Transfer Model Curriculum (TMC) to identify commonalities.

Cohort Convenings

The Spanish Collaboration Cohort convened synchronously via Zoom on March 22. The ASCCC OERI presented the group with the results of the data collection process and asked for clarity where data were missing. In addition, the ASCCC OERI presented available OER for the cohort's consideration. Two follow-up meetings were held to discuss potential collaborations on May 9 and August 19.

Findings

A number of colleges have already begun local projects to convert pathway courses to ZTC since 6 out of 10 participating colleges have already received full funding. Spanish language courses tend to be sequential so cohort members appear to be working on them in sequence. However, this leads to limited opportunity for collaboration. Each college has a different timeline for each course resulting in no formal cross-college

collaborative projects at this time. In addition, approaches to teaching Spanish language courses vary and customizing existing OER is a common practice in the discipline. Despite the circumstances that impede collaboration, participants indicated an interest in continuing to engage with each other throughout their ZTC work. Some examples of this ongoing engagement include asking for feedback, guidance, and building off of previously completed projects. In addition, the ASCCC OERI Spanish Discipline Lead will organize a virtual forum for cohort members and other Spanish faculty to share their projects and seek feedback.

The status and plans for the required Spanish ADT courses are listed below.

Required Core

Elementary Spanish I (C-ID SPAN 100)

- Allan Hancock – Currently ZTC
- ARC – Currently ZTC
- Chabot – Currently ZTC
- Cuyamaca – Currently ZTC
- Cypress – Currently ZTC
- FCC - Piloting remix in Fall 2024
- IVC – Currently creating local remix
- Mendocino – Research and remix Fall 2025, pilot Spring 2026
- Napa Valley – Exploring available OER. Considering project in Spring 2025.
- Solano - Piloting remix in Fall 2024

Elementary Spanish II (C-ID SPAN 110)

- Allan Hancock – Currently ZTC
- ARC – Currently ZTC
- Chabot – Currently ZTC
- Cuyamaca – Currently ZTC
- Cypress – Ongoing local remix that will be piloted in Spring 2025
- FCC – Currently ZTC
- IVC – Ongoing local remix
- Mendocino - Remix Fall 2024, pilot Spring 2026
- Napa Valley – Exploring available OER. Considering project in Fall 2025.
- Solano – Piloting remix in Fall 2024

Intermediate Spanish I (C-ID SPAN 200)

- Allan Hancock – Ongoing local remix. Expected completion in Fall 2024.
- ARC – Currently ZTC
- Chabot – Ongoing homework development. Expected completion in Fall 2024.
- Cuyamaca – Currently ZTC

- Cypress – Currently ZTC
- FCC – Ongoing local remix
- IVC – Ongoing local remix
- Mendocino - Create OER Fall 2024-Spring 2025, pilot Fall 2025
- Napa Valley – Exploring options
- Solano – Exploring options

Intermediate Spanish II (C-ID SPAN 210)

- Allan Hancock – Creating local remix in Fall 2024
- ARC – Currently ZTC
- Chabot – Ongoing homework development. Expected completion in Fall 2024.
- Cuyamaca – Currently ZTC
- Cypress – Adopting existing OER in 2025
- FCC – Plan pending
- IVC – Creating new OER
- Mendocino – Already ZTC with library-issued textbook. Create OER to move away from textbook Spring 2026, pilot Fall 2026. This course is combined with SPAN 230.
- Napa Valley – Exploring options
- Solano – Currently ZTC. Looking to create a local remix.

Spanish for Heritage Speakers I and II (C-ID SPAN 220 and 230)

- Allan Hancock – Not part of pathway
- ARC – Currently ZTC
- Chabot – Not part of pathway
- Cuyamaca – Not part of pathway
- Cypress – Research and implement, create local remix by 2025-2026
- FCC – Ongoing local remix
- IVC – Currently ZTC. Looking to create a local remix.
- Mendocino – Already ZTC with library-issued textbook. Create OER to move away from textbook Spring 2027. See plan for SPAN 230 under SPAN 210.
- Napa Valley – Not part of pathway
- Solano – Not part of pathway

Additional Courses

Projects for similar non-C-ID courses are included below.

Conversation

Cohort participants discussed potential collaboration for conversational Spanish. However, the level for the various courses does not align. Opportunities for

collaboration appear to be limited but the group will benefit from continued resource sharing.

- Allan Hancock: Advanced Spanish Conversation – Creating local remix in Spring 2025
- Cuyamaca: Conversational Spanish I and II – Ongoing local remix
- Cypress: Conversational Spanish – Plan pending
- IVC: Bilingual Oral Spanish – Creating new OER
- Mendocino: Advanced Conversation - Create local OER Spring 2027, pilot Fall 2027
- Mendocino: Elementary/Intermediate Conversation - Down the line, but can be worked on concurrently with the rest of the courses.
- Napa: Second Semester Spoken Spanish – Local remix in Fall 2024
- Solano: Intermediate Conversational Spanish – Potential local remix