



ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Greetings Exec! I'm sharing our most current "official" update with you – and a few other general notes. We're preparing to really focus on discipline-focused outreach this term – aiming to create spaces for discipline faculty to talk to discipline faculty. And to ensure that we are facilitating access to discipline resources.

Some things to note from the fall –

- The introduction of "[ASCCC OER Quick Guides](#)", providing one-page handouts on topics of interest and an accessible webpage. This will be a "living" collection, with resources being updated and topics added as needed. At present, we offer the following:
  - Accessibility
  - Articulation and Curriculum
  - Finding and Using OER
  - Inclusive Access/Automatic Billing
  - OER and Equity
- We piloted a semi-facilitated Intro to OER course in the fall. It concluded with students contributing to an OER using the things they learned. It was a lot of work for those who were teaching it – but we hope to do it again. And, as noted below, we will soon launch a self-paced course via the PDC.
- The OERI now has a LibreTexts liaison who can provide training on the use of LibreTexts. We are also a sub-awardee on a California Education Learning Lab (CELL) grant that LibreTexts was awarded that aims at developing culturally responsive OER for chemistry. ("The LibreText Project is receiving a \$1 million Innovation Grant from the California Learning Lab. This award aims to increase student success by creating a freely available open-education-resource adaptive learning platform and by developing editable, culturally responsive learning and homework modules for introductory Chemistry courses.")

# ASCCC OERI November - December 2020 Update

This update is provided to ASCCC leadership and select parties in the Chancellor's Office as an element of the reporting requirements associated with the OERI's funding.

## • **ASCCC OERI RFP 2020 Resources** •

The deadline for completion of [RFP 2020 \("RFP II"\) projects](#) was in mid-December, but many of the projects were granted extensions to mid-January. We do anticipate being able to share many of the products by the end of January.

## • **New OERI Discipline Leads** •

Before the end of 2020, OERI Discipline Leads were identified for the following disciplines:

- Administration of Justice
- Art/Art History
- Biotechnology
- Business
- Chemistry
- Computer Science
- English as a Second Language
- History
- Hospitality Management
- Nursing
- Philosophy
- Physics
- Political Science
- Spanish

Orientations were held to review the initial tasks of the new leads. Their initial tasks are as follows:

- Identify discipline resources likely to be of interest to CCC faculty
- Determine if a discipline survey is needed
- Prioritize resource needs
- Develop a recommendation for how we should proceed with the discipline (survey, resource development, etc.)
- Create a curated collection of resources for the discipline

Each of the leads was provided with any discipline-related information previously gathered by the OERI, including survey data. It is anticipated that this first phase of their work will be completed by the end of January, allowing the OERI to offer new curated OER collections for each of these disciplines.

In Spring 2021, we will also be recruiting new leads for the following disciplines:

- Biology
- Child Development and Early Childhood Education
- Communication Studies
- Counseling and Student Success
- Economics
- English and Literature
- Geography
- Math
- Psychology
- Sociology

During Spring 2021, Discipline Leads will be tasked with the following:

- Conduct a webinar show-casing available OER for the discipline
- Identify an approach to conduct outreach to the discipline
- Serve as a point-person for the discipline
- Update identified resource list, as needed

### • **ASCCC OERI-Facilitated Discipline Projects** •

The ASCCC OERI is currently selecting faculty in the disciplines below for OER work to be initiated early in new year. Informational meetings were held in December and will be followed up with planning meetings before the end of January. Each of the projects will be facilitated by members of the OERI team.

- Communication Studies (C-ID COMM 130, Interpersonal Communication)
- English as a Second Language (focus TBD)
- Nursing (focus TBD)
- Psychology (C-ID PSY 150, Introduction to Biological Psychology)

Archives of the December meetings, if available, and related resources can be found at [tinyurl.com/OERIProjects21](https://tinyurl.com/OERIProjects21)

### • **OER-Related Resolutions** •

At the 2020 Fall ASCCC Fall Plenary, three resolutions related to our work were adopted by the delegates. Two are related to SB 1359 and one is more general. It is our hope that all three will help you in your local advocacy work.

## **Recommendations for the Implementation of a Zero Textbook Cost\* (ZTC) Designation in Course Schedules (Fall 2020, 09.01)**

Whereas, Resolution 13.01 S19 asked that the “Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020”;

Whereas, Most California community colleges have overcome the technical challenges associated with implementing a “no-cost” designation in their online course schedules and are now seeking to perfect this implementation by ensuring consistency in the criteria used to determine which sections are marked with this designation and establishing procedures to ensure that no qualifying sections are missed;

Whereas, The details of the legislation—i.e., the requirement that sections marked with the no-cost designation be those “that exclusively use digital course materials”—are inconsistent with how “zero textbook cost” had been defined by the California Community Colleges Chancellor’s Office and is silent with respect to whether the designation can be used when a student is required to purchase tangible supplies (e.g. goggles, a calculator, or paint; and

Whereas, Consistency and transparency across colleges is beneficial to students, faculty, and anyone with an interest in assessing the impact of efforts to reduce textbook costs;

Resolved, That the Academic Senate for California Community Colleges recommend that the no-cost designation be used to recognize those sections that use digital resources, as consistent with SB 1359 (Block, 2016), and those sections that require a text yet are “no- cost” due to something other than a digital alternative;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to interpret the SB 1359 (Block, 2016) requirements as in alignment with those established by the California Community Colleges Chancellor’s Office for courses that are zero textbook cost (ZTC);

Resolved, That the Academic Senate for California Community Colleges recommend integration of identification of a course section as being no-cost into the existing textbook selection process; and

Resolved, That the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 (Block, 2016) no later than the Fall 2021 Plenary.

This resolution is intended to address some of the lingering questions regarding which sections can be given the ZTC marking – which we can now refer to as

“ZTC” as we are taking that position that what SB 1359 is referring to – and ZTC – are one and the same. In the guidance from the Chancellor’s Office regarding ZTC, it was made explicit that sections that required the purchase of supplies, such as goggles, calculators, and paint, could be ZTC and those that required students to purchase access to digital resources or homework system were not. As it is critical that our messaging to students be accurate, a companion resolution was developed and adopted that emphasizes the import of ensuring that students are aware of such non-textbook costs.

### **Ensure Course Cost Transparency for Students (Fall 2020, 20.02)**

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so;

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July, 2010 required each institution of higher education receiving federal financial assistance to “disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes”;

Whereas, Ensuring the transparency of textbook, supplemental material, supply, and other course-related costs is of critical importance when unpredictable costs associated with course-taking may exceed the fees students pay to take courses, placing additional financial burdens on students; and

Whereas, Some disciplines and colleges have well-established and clearly visible processes for informing students of costs and fees prior to registration while others do not;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore.

The third resolution was a more general one – regarding accepting ASCCC activities as filling “flex” requirements [[Include Academic Senate for California Community Colleges \(ASCCC\) Events, Courses, and Service as Pre-Approved Activities to Satisfy Flex Requirements](#)].

• **ASCCC Professional Development College** •

The OERI is pleased to announce that a self-paced OER Basics course will soon be made available. This course will serve as an introduction to Open Educational Resources (OER) providing faculty with new options for selecting textbooks and other resources so they can make the best decisions for their students. This course is a self-paced version of the ASCCC OERI Introduction to OER Course. At the end of this course successful participants will be able to:

- Properly identify the creative commons (CC) license on a resource and describe how this resource can and cannot be used.
- Discuss the advantages and disadvantages of open resources using current research in the field as evidence.
- Research, analyze and review repositories of open resources.
- Effectively search for open resources and post reviews in an OER repository.
- Create an open resource by remixing multiple existing resources and designate a license to this new resource based on the licenses of multiple resources use.

### • ASCCC Webinars •

Archived events can be found on the [ASCCC OERI website](http://ASCCC-OERI.org), ASCCC-OERI.org

During the Spring 2021 term, the OERI's Weekly Webinars will be on Fridays, from 10:30 am – 11:30 am, beginning February 5.

### • December 2020 OERL Conversations and Webinars •

**Wednesday, December 2, 10:00 AM – 11:00 AM**

#### **OERL Conversation: OER New Year's Resolutions**

New year, new opportunities to learn and grow your OER initiative. Come to this conversation with ideas about tangible goals for 2021 and brainstorm with your OER colleagues on strategies to achieve those goals. What will your resolution be?

**Tuesday, December 8, 2:00 PM – 3:00 PM**

#### **OERL Webinar: Open Educational Practices**

Open educational practices provide a framework for making learning more transparent, participatory, and collaborative. How do you create an environment that empowers your students to facilitate their learning? How do you incorporate giving students' ownership of various aspects of the course into your teaching? How do you work with your students to replace "disposable" assignments with experiences that are more meaningful? Join us to learn about both large and small changes that can help you implement an adaptive course design.

### • OERI Weekly Webinars – December 2020 •

During the fall 2020 term, our OERI Weekly Webinars are scheduled for Fridays at 3:00 pm.

OERI Webinars are intended for a diverse audience. We hope you will all join us! Please share with your colleagues.

**Friday, December 4, 3:00 PM – 4:30 PM**

**OER and Anthropology**

Which OER are available for anthropology courses and in use at California community colleges and other colleges/universities? Join us for a panel discussion with the editors of new OER textbooks for cultural anthropology, biological anthropology (lecture and lab), archaeology, gender, and magic/witchcraft/religion. In this presentation, you will learn about the available resources and share your anthropology OER feedback and needs.

**Friday, December 11, 3:00 PM – 4:00 PM**

**When Open Meets Online**

Merging the principles of open pedagogy and effective online course design increases the efficacy of each. The principles of online course design can be used to embed Open Educational Resources (OER) seamlessly into your classes and open teaching practices provide a framework for developing enduring and engaging course assignments. Join us to learn how to take your teaching to the next level by blending open and online.