OER | OPEN EDUCATIONAL RESOURCES INITIATIVE

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

ASCCC OER Liaison September 2022 Newsletter

Greetings OER Liaisons! We hope your fall term is off to a great start. For those of you still on summer time, enjoy! Much of the information below was also in the August newsletter as it was timed to provide you with the September event schedule before the term began. We look forward to seeing you in our "Kick Off" webinars or at our Friday Forums.

• Low-Cost Textbook Definitions and Instructional Materials Fees •

The "ZTC Taskforce", proposed by the Chancellor's Office, is charged with establishing "a systemwide approach to alleviate the administrative, financial, and psychological burdens of accessing textbooks that students currently experience" as well as creating "baseline policies and regulations that strengthen equitable access to required instructional materials." While the work of the task force is still being defined, we need to ensure that faculty are at the forefront of any action to address the costs students are asked to pay regarding instructional materials.

Efforts to establish a statewide low-cost textbook definition recommendation are in-process (Fall 2021; Resolution Number 3.04) and it is anticipated that one will be presented for consideration at the ASCCC Plenary in November. At present, at least 50 of our colleges have established a local definition. While a definition is not required, many colleges have one and the new section-level data element (CB 12), encourages it.

Are faculty obligated to consider costs when selecting course materials? Yes. According to Title 5 § 59404 District Policies and Regulations for Instructional Materials:

> (a) The governing board of a community college district which requires that students provide instructional materials for a course shall adopt policies or regulations, consistent with the provisions of this subchapter, which specify the conditions under which such materials will be required. These policies and regulations shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials.

> (b) The policies or regulations specified in subdivision (a) shall be published in each college catalog developed after the date of adoption.

What does the implementation of these regulations look like at your college or district? If your college has established a process, please share it with the ASCCC OERI.

• ASCCC OERI Website •

Thanks to the OER Liaisons who have alerted us to pages on our site with dead or incorrect links. If you ever encounter any such anomalies, please let us know. We appreciate your assistance in assuring that our pages are serving you and your faculty well.

• OER Liaison Activity Tracking •

If you are a new OER Liaison (OERL), be sure to sign up for the ASCCC OER listserv by selecting "ASCCC OER Initiative" at https://www.asccc.org/signup-newsletters. All OER Liaisons need to document their Fall 2022 OER Liaison "attendance" activities as the term progresses using the Fall 2022 Liaison Tracking Spreadsheet (tinyurl.com/OERL-2022F), with all activities recorded by Wednesday, December 14. You are required to attend a Fall 2022 OERI Kick-Off, live or archived, by October 15. Please access the OERL Expectations for Fall 2022 if you are not sure what is expected of you. We look forward to working with you in the term ahead.

• 2022 OERL Kick-Offs •

As in the past, we kick-off the term with a webinar to prepare you for your OER Liaison role. We look forward to seeing you at one of our Fall 2022 OERL Kick-Off webinars.

"Kickoffs" provide an opportunity for the OERI to update OER Liaisons and for the OERI to hear from Liaisons. If you are a new – or newer – OERL, please contact your Regional Lead if you have any questions. Depending on how many new Liaisons we have this term – and the level of interest indicated – we may schedule a special webinar or conversation for our new and newer OERLs.

September

Register for Monday, September 12, 12:00 – 1:00 pm OERL Kickoff

Register for Tuesday, September 27, 3:00 – 4:00 pm OERL Kickoff

October

Register for Friday, October 14, 1:00 – 2:00 pm OERL Kickoff

• OER Liaison Conversation •

Thursday, September 29, 3:00 pm – 4:00 pm
OERL Conversation - ZTC and Library Resources
What library resources are available to fill resource needs that can't be addressed with OER? Join this conversation for a discussion of how library resources can facilitate the establishment of sustainable ZTC pathways. Join us to share and learn.
Register for OERL Conversation - ZTC and Library Resources

• End of OERL-Specific Newsletter •

The rest of this newsletter contains content for a general audience, and you are expected to share it with your colleagues, as appropriate. We've provided a sample message that you can use, but feel free to adapt it to your college culture. Please note that if you have not signed up for our general newsletter, you may wish to do so as it can easily be forwarded on with your personalized message added as an introduction. [Sign up for the ASCCC OERI List Serv](#).

• Sample Cover Message to Send to Your College •

Greetings! As the Open Educational Resources Liaison for our college, it is my responsibility to share communications from the Academic Senate for California Community Colleges (ASCCC) Open Educational Resources Initiative (OERI) with you. Please read on to learn about upcoming events and opportunities that are open to all. If I can assist you in your considering OER or answer any OER related questions, please let me know.

• Student Voices •

The OERI is pleased to announce the availability of the ASCCC OERI Student Impact Toolkit. The Toolkit was developed by a team of OER Liaisons and is intended to facilitate the gathering and sharing of student perspectives related to both OER and ZTC. Access [OERI Toolkit: Measuring Student Impact: Capturing Student Voices in OER/ZTC](#) to download the Toolkit, learn about the project, and access openly-licensed videos of students discussing their OER and ZTC experiences. A huge thanks to the OERI Area B Regional Lead, Heather Dodge, for leading this project and to David Betancourt (Cerritos College), Kristine Clancy (Golden West College), Jim Julius (MiraCosta College), Angelina Loyola (Evergreen Valley College), Mary McMillan (El Camino College), Cristina Moon (Chabot College), Cynthia Sheaks-McGowan (Moorpark College), Lindsey Shively (Diablo Valley College), and Amanda Taintor (Reedley College) for their work.

A special thanks to the California Community Colleges Chancellor's Office for allowing the OERI to use images of students from their collection on the website. If you have openly licensed images of our students – or openly licensed images that would be of use to faculty OER authors – please share them with us for inclusion in the [ASCCC OERI Flickr collection](#).

• New OER Available •

ASCCC OER RFP III Projects

The OERI is pleased to announce the following products funded in our third request for proposals (RFP) are complete and available for adoption. All products funded by the ASCCC OERI can be found on the [ASCCC OERI Supported Resources page](#) on our [website](#).

Discipline	Target Course or Courses	Project Title
Anthropology	Anthropology elective courses focusing on magic, witchcraft, and religion	[Updated version of "Beliefs: An Open Invitation to the Anthropology of Magic Witchcraft, and Religion" with new subchapters.](#)
Art/Art History	C-ID ARTH 110	[Introduction to Art History I: An OER Textbook for Survey of Western Art from Prehistory through the Middle Ages](#)
Art/Art History	C-ID ARTH 120	[A World Perspective of Art History: 1400 CE to the 21st Century](#)
Child Development	C-ID CDEV 110	[Child Family Community: The Socialization of Diverse Children](#)
CTE – Various	CTE health and safety courses	[Workplace Safety for US Workers-A Practical Guide For Understanding Health and Safety Programs for Skilled Labor Professionals Textbook](#) and [Workplace Safety for US Workers - Workbook](#)
Early Childhood Education	Infant/Toddler Development and Infant/Toddler Care and Education	[Infant and Toddler Care and Development](#)
English	C-ID ENGL 100 and 105	Updated version of [How Arguments Work: A Guide to Writing and Analyzing Texts in College](#) including a new teacher's guide
ESL	Comprehensive ESL course – one-level below transfer	[Reading, Writing, Research, and Reasoning: An Advanced ESL Text](#)

Film, Television, and Electronic Media	C-ID FTVE 130 and 150	[Video Production Guide – An OER Resource for Beginning Single Camera Production and Beginning Motion Picture Production](#)
French	1st and 2nd semester French	[Elementary French I and II: Comprehensive OER for First-Year French in LibreTexts with H5P Ancillaries Unit 1-6](#); [Elementary French I and II: Comprehensive OER for First-Year French in LibreTexts with H5P Ancillaries Unit 7-12](#)
Library	Library Services	[Foundations of Library Services Textbook](#)
Physics	Astronomy and physics C-ID PHYS 105, 110, 205, 210, and 215	Online Question Banks and My Open Math Course Templates for Introductory Astronomy and Additional Online Questions and Features for Lower-Division Physics Courses – aligned to OpenStax texts. [Access My Open Math resources for astronomy and physics at the bottom of the OERI's OER and Physics page](#).
Political Science	C-ID POLS 130	[Introduction to Comparative Government and Politics](#)

Biology Images

The [ASCCC OERI Flickr account](#) is currently populated with over 500 openly licensed images. The anatomy and botany projects that were previously funded by the OERI involved the creation of hundreds of images. These images are essential for biology, and there were large gaps for these relatively specialized fields. The OERI is looking to add additional openly licensed images to the OERI Flickr account.

California Consortium for Equitable Change in Hispanic Serving Institutions Open Educational Resources (CC ECHO)

[CC ECHO](#) is implementing a Diversity, Equity, and Inclusion [DEI] framework for OER to design 20 high impact courses. Consortium members include West Hills College Lemoore, College of Marin, Allan Hancock College, and College of the Canyons, all of which are Hispanic Serving Institutions. The following projects are now available for your consideration:

- [Our Lives: An Ethnic Studies Primer](#)
- [A People's History of Structural Racism in Academia From A(dministration of Justice) to Z(oology)](#)

We encourage you to visit the [CC ECHO](#) website to learn more about this project that was funded the [U.S. Department of Education Open Textbooks Pilot Program](#).

OERI Facilitated Projects

The ASCCC OERI's 1st "facilitated projects" are in their final stages of review, revision, and refinement. [Biopsychology](#) and [Interpersonal Communication: Context and Connection](#) were developed by faculty teams recruited by the OERI. Both draft texts are now available in LibreTexts for consideration by faculty. [Faculty feedback is desired](#) – please share with appropriate faculty.

• Creative Commons Training •

The licenses that are used to identify resources as "open" are provided by [Creative Commons](#), a nonprofit that also provides training on the appropriate use of the licenses. The Academic Senate for California Community Colleges Open Educational Resources Initiative is partnering with the Michelson 20 Million Minds Foundation and Skyline College to hold a Creative Commons (CC) Certificate Bootcamp from January 9 - 13, 2023. The tuition for the program and a small travel stipend for participants will be covered by the 20MM Foundation. **The application deadline is 11:00 pm, Monday, September 26.** Applicants with established OER roles and a clear vision for how they will maximize their Creative Commons knowledge will be prioritized. The selection committee will also strive to ensure the diversity of participants, including discipline and institutional diversity. [Access the Creative Commons (CC) Certificate: Winter Bootcamp Application](#).

• OERI Seeking Discipline Leads •

The ASCCC OERI is recruiting faculty to support our OER advocacy efforts by serving as Discipline Leads during the 2022-2023 academic year. Each Discipline Lead will serve as a resource for their discipline colleagues and will typically host at least one virtual event each term. Additional tasks of each Discipline Lead will be determined by the status of OER in the discipline. Discipline Leads receive a stipend of $500 at the end of each term upon completion of their specified tasks.

We are currently recruiting Discipline Leads for the following disciplines:

- Computer Science
- Counseling
- Education
- Ethnic Studies
- Film, Television, and Electronic Media
- Geography

- Journalism
- Math
- Music
- Social Justice Studies

Interested faculty should see [ASCCC OERI – Seeking Faculty for OER Work](#) for more information and application instructions.

• OERI Events – September OERI Friday Forums •

The OERI Friday Forums will be held from 10:30 am – 11:30 am on the 1st and 3rd Fridays of the month, provided there are no scheduling conflicts (e.g., a holiday). Due to Labor Day, September's OERI Friday Forums will be on the 2nd and 3rd Fridays. These webinars are archived. The ASCCC OERI will provide automated captioning for all webinars. If you would like to request live human closed-captioning for any of our offerings, [please contact us by e-mail](#) at least 10 business days in advance.

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

Friday, September 9, 10:30 am - 11:30 am
The ZTC Program – An Overview
In July, the Chancellor's Office released a memo outlining the phasing of disseminating $115 million for ZTC. What will be required in Phase 1? And what can we expect in Phase 2? In this webinar, a representative from the Chancellor's Office will provide an overview of the ZTC Program and answer your questions.
[Register for The ZTC Program – An Overview](#)

Friday, September 16, 10:30 am - 11:30 am
ZTC Via OER – What do the data say?
OER is one way to alleviate textbook costs for students – but is it the best way? Other than the benefit of being free, are there data to demonstrate increased student success when ZTC is achieved by using OER? Colleagues from across the state will share their research findings with respect to this question.
[Register for ZTC Via OER – What do the data say?](#)