



Spring 2025

Update

College of San Mateo

Office of Instruction



Instruction Updates:

Course Cancellation Policy and Procedure

67% Law – Adjunct Faculty Load

Commencement Service

AB 607 Course Material Cost Publication

AB 928 CalGETC

AB 1111 Common Course Numbering

AB 1705 Equitable Placement in Math and English

ZTC Zero Textbook Cost

Cancellation Policy & Procedure

During COVID the board authorized a minimum course enrollment threshold of 10 students, rather than the board policy of 20. That policy has been in place up to Spring 2025 and this is the last semester of minimum 10 enrollments

DPGC put forward a newly adapted recommendation for a policy BP 6.04 change, which was approved and will go into affect SUM 2025.

- **In-Person** (F2F, hybrid, Synch): minimum **15 enrollments**
- **Online/Asych**: minimum **20 enrollments**

Timeline	F2F + Hybrid + Synch	Online Asynchronous
10 days	6	9
5 days	10	14
2 days	15	20

Recommended timeline for cancellation based on minimum enrollments:

Adjunct Faculty Load

The California Education Code limits part-time faculty to a maximum of 67% of a full-time load. An exception is any assignments “ancillary” to regular faculty work. (Ed. Code 87482.5.c.1).

Definition of Ancillary. An ancillary assignment can be defined by the collective bargaining agreement (CBA), and some are described in the Education Code. At SMCCCD, the general rule/practice is, given our current terms of the CBA, that if an assignment is loaded for fulltime faculty and counts towards their required 30 FLCs, then it shall be counted towards the 67% load maximum for part-time faculty. The District intends to negotiate more precise definitions through bargaining, as stated in the District’s sunshine proposal.

Ancillary (can go over 67%)	NOT Ancillary (counted in 67%)
Governance & Representation: Academic Senate or AFT	Teaching, Non-instructional Counseling, Library Work (academic and faculty advising)
Advising Student Organizations	Coaching and academic advising for students
Professional Development of Oneself	Curriculum Development, including updating websites with curriculum related content as an assignment
Test and Exam Coordination: Disability Resource Work	Coordination of Academic and Student Support Programs (examples: PD, OER, ZTC, Learning Communities, Distance Ed, Dual Enrollment, etc.)
Grant Writing	
Outreach	

Adjunct Faculty Load - Additional Considerations

Until a Board- and AFT-approved contract explicitly states categories of ancillary assignments, all assignments outside of the categories listed below shall count towards load for calculating the 67% maximum load each semester.

Assignments Between Campuses.

All SMCCCD Adjunct assignments are included when determining the adjunct faculty load and faculty load must remain within 67% across all assignments combined.

For Scheduling Purposes: The home campus is determined by the initial date of hire. The primary campus (or home or first-hiring campus) has the first right of refusal for loading part-time assignments. A department Dean outside the primary campus must first communicate with the home campus VP office before loading assignments for part-time faculty to ensure compliance with the 67% Law.

Some common caveats:

- Ancillary is not synonymous with non-instructional
- Grant-funded assignments are not automatically ancillary
- Workload reports may say “ancillary.”
- A checked box is not determinative of the appropriate designation; it is the nature of the actual work.

Commencement Faculty Participation

Currently CSM has a 3-year rotation for FT faculty participation in the annual Commencement Ceremony that has been managed by the Office of Student Services. We are proposing to move the FT Faculty tracking process to the Office of Instruction and potentially align the service structure with Canada and Skyline, follow an alternating 2-year model for faculty participation.

Recommendation:

For 2025-2026 academic year, commencement ceremony would shift to a 2-year model in which each FT faculty member is assigned EVEN or ODD years.

BENEFITS:

- Faculty will know when they are required to serve every year
- Tracking of service will be streamlined, reducing time and errors
- Alignment with sibling colleges
- Maximizing the faculty presence at our commencement ceremony - *students love to see faculty there

Appendix D: Duties and Responsibilities (AFT CBA):

D1 – Duties and Responsibilities of Instructors

B. Additional professional responsibilities, not subject to additional compensation for instructors on regular academic year contract: participate in commencement exercises (See Note 2)

Note 2: A maximum of one-half of the contract and regular faculty will be expected to participate each year. No individual will be required to participate more frequently than once in each two-year period.

AB 607: Course Materials Cost Publication

AB 607 requires institutions to post the course materials costs (bookstore and inclusive access items) publicly, prior to course registration for the semester at the following thresholds:

1. 40% of courses by January 1, 2025
2. 55% of courses by January 1, 2026
3. 65% of courses by January 1, 2027
4. 75% of courses by January 1, 2028

What does this mean for you?

All Faculty **MUST** complete the bookstore form for course materials:

All textbooks, course materials, inclusive access, OER/ZTC, kits, etc. Even if you have NO Requirements, complete the form for ALL CLASSES (CRNs)

1. Online Form: https://smccd-czqfp.formstack.com/forms/csm_course_materials_reporting

2. Email: csmbookorders@smccd.edu. Provide the author, title, edition, publisher, ISBN (if available), and specify whether the title is required, optional, or recommended.

If you are struggling with the form or unsure, email **Kevin Chak** chak@smccd.edu or **Jai Kumar** kumar@smccd.edu

Common Course Numbering Project

Education Code Sections 66725-66725.5 [via [Assembly Bill No. 1111 \(Berman\)](#)] require implementation of a student-facing common course numbering (CCN) system across the California Community Colleges on or before July 1, 2027. The CCN system will assign the same course number to comparable courses across all California community colleges in order to “streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit accumulation.”

CCN Planning Documents: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/common-course-numbering-project>

What does this mean for you?

- Phase I (Fall 2024) – 7 courses
- Phase II (Spring 2025) – 23 courses (group A has been released)
- Phase III (2025-26) – 50 courses

If you have any questions or need support with your CCN curriculum, email **Beth LaRochelle**, CCN Coordinator, at larochelleb@smccd.edu

AB111

Subject

Based on 4-letter abbreviations.
A system-level list of abbreviations should be standard.

Course Type Identifier

C = Common Course Number
A local course would not have a "C" identifier

SUBJ C####&&

Course Number (####)

0XXX - Non-transferable
1XXX - 100-level course
2XXX - 200-level course
3XXX - 300-level course
4XXX - 400 level course
9XXX - Noncredit

Course Speciality Identifier (&&)

A system-level key could define options:
(examples)

H = Honors Course
L = Lab only Course
S = Support Course
E = Embedded Support

- Up to 2 specialty identifiers can be attached to a course.
- A course with no identifiers would not have filler in those fields.

Example: GEOL C1005H

SUBJECT

GEOL = Geology

COURSE TYPE

C = Common Course Number

COURSE NUMBER

1005 = 100-level course

COURSE SPECIALTY IDENTIFIER

H = Honors

7 Courses

- | | |
|---------|---|
| 1. ENGL | C1000 + C1000E Academic Reading and Writing |
| 2. ENGL | C1001 Critical Thinking and Writing |
| 3. COMM | C1000 Introduction to Public Speaking |
| 4. STAT | C1000 Introduction to Statistics |
| 5. POLS | C1000 American Government and Politics |
| 6. PSYC | C1000 Introduction to Psychology |



Completed Fall 2024

23 Courses

1. Introduction to Sociology
2. United States History to 1877
3. United States History from 1865
4. Introduction to Literature
5. Principles of Macroeconomics
6. Introduction to Biological Anthropology (with lab)
7. Principles of Microeconomics
8. Interpersonal Communication
9. Human Anatomy with Lab
10. Child Growth and Development
11. Introduction to Chemistry
12. Chemistry sequence:
 - a. General Chemistry for Science Majors Sequence A (one-year sequence and includes two courses), OR
 - b. General Chemistry for Science Majors I, with Lab (first semester course of the one-year sequence)
13. Argumentative Writing and Critical Thinking Through Literature
14. Art History
 - a. Survey of Western Art for Prehistory through the Middle Ages, OR
 - b. Survey of Western Art from Renaissance to Contemporary
15. Calculus sequences:
 - a. Single Variable Calculus I Early Transcendentals
 - b. Single Variable Calculus I Late Transcendentals
 - c. Single Variable Calculus II Early Transcendentals
 - d. Single Variable Calculus II Late Transcendentals
16. General survey Biology course with lab (no C-ID)
17. Astronomy with lab (no-C-ID)



Waiting for Templates

Equitable Placement: Math and English

AB 705 is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. **Assembly Bill 1705** was signed into law by the Governor in September of 2022. This bill supports full and comprehensive implementation of the landmark legislation AB 705 (Irwin 2017) that transformed placement and developmental education in the California Community College system.

What does this mean for you?

CSM has made significant progress in Math/English placement:

- All student may select/self-place into ENGL 100 (C1000) or ENGL 105 (C1000E)
- Non-STEM majors can select/self-place directly into Math 200 (STAT C1000)
- STEM majors can select/self-place into MATH 251 with support (limited MATH 130/225)

SMCCD is working to align placement language and processes for Fall 2025 catalog.

AB 928

AB 928: Cal-GETC

Assembly Bill 928 (Berman, 2021) established a singular general education pattern as part of the Student Transfer Achievement Reform Act of 2021 (Education Code section 66749.8(i)). The singular lower division general education pathway will commence with the fall term of the 2025–26 academic year, and will be the only lower division general education pathway used to determine eligibility and sufficient academic preparation for transfer from community colleges into both the California State University (CSU) and the University of California (UC). As directed, the Intersegmental Committee of the Academic Senates (ICAS) established the California General Education Transfer Curriculum (Cal-GETC) framework and a Standards, Policies, and Procedures Manual.

What does this mean for you?

December 2024: ASSIST course submissions due for inaugural Cal-GETC review

May 2025: Publication of Cal-GETC courses by ASSIST.org, available for public viewing in ASSIST

Spring 2026: Cal-GETC courses will be available for display on California community college student transcripts (from Fall 2025 term). This will be the first semester that a transfer student, if using the Cal-GETC pattern, could be reviewed for Cal-GETC certification

SMCCD Counselors Training was held in February 2025 to prepare our teams for the implementation of Cal-GETC and AB 1705 and AB 1111.

ZTC – Zero Textbook Cost

The California Education Code sections 78050–78052 refer to the Zero-Textbook-Cost (ZTC) Degree Grant Program. This program is administered by the California Community College Chancellor's Office.

Through a state budget allocation, we will be receiving additional funding from the State Chancellor's office and will be developing multiple ZTC Program Pathways. We are in the early planning stages and will be communicating more information to the campus in the coming months.

What does this mean for you?

- Opportunities for faculty training with ZTC course conversation
- Dedicated support for faculty during ZTC adoption
- Opportunities to build ZTC Program Pathways (all courses converted to ZTC)

More information will be coming later in the semester and Sum/Fall 2025

Thank you for all that you do!



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Feel free to stop by my office hours or make an appt:

- Friday, March 21 @ 2-3pm
- Friday, April 25 @ 2-3pm
- Friday, May 23 @ 2-3pm