SMCCCD District Academic Senate Goal:

Explore Open Educational Resources (OER) and Z-degrees (Zero-textbook pathways)

What is OER and what are Z-degrees?

- <u>Definition of OER</u>: high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others
    - Examples: California Open Online Library for Education (www.cool4ed.org)
- OER is aimed at reducing textbook cost and increasing materials access for students
- <u>Definition of Z-degrees</u>: Zero textbook degrees, which are degree pathways that can be achieved without the student having to purchase a single text throughout his or her academic career.
- <u>Support and directives</u>:
    - Legislation - Steinberg SB 1052 and SB 1053 (2012) and Bonilla AB 798 (College Textbook Affordability Act of 2015) all ask CCCs to find ways to lower textbook costs via Open Educational Resources
    - ASCCC - Open Educational Resources Task Force: http://www.asccc.org/directory/open-educational-resources-oer
        - Charge: The OER Task Force will advocate for the sustainable use of high quality OER resources and will develop a comprehensive OER plan that is informed by a needs assessment; the current availability of OER resources; and barriers to the use of OER. The OER Task Force will explore developing a repository of accessible resources of OER materials and other ancillaries for CCC faculty.

What can SMCCCD do?

- Chancellor Galatolo and the Board of Trustees are firmly committed to providing greater access to textbooks and materials through low-cost or no-cost, open educational solutions.
- Senates are tasked with getting the conversations started, or getting faculty more involved into existing conversations, at their campuses
- <u>Senate leaders are asked to do research at their campus and report back to the DAS in November on the following</u>:
    1. What is the status, if any, of OER and Z-degrees at your campus?
    2. Who are the entities/leaders/committees who are engaged in this work?
    3. How can the local senates amplify the work being done and engage faculty meaningfully in reducing textbook costs for students?
    4. What support is needed at the district level?