

Faculty-Facing OER & ZTC Mini-Website

DRAFT

1st draft: March 1

2nd draft: April 12

Final draft: May 3

Examples from other colleges

- [DeAnza College*](#)
 - [Sac City College](#)
 - [LMC](#)
 - [CCSF](#) (see section for point person & faculty who are already doing OER & authoring)
-

Insert Banner - select a photo - maybe a group photo or collage of faculty wearing their ZTC tshirts?

Title: OER and ZTC Faculty Resources

1. Home page (Why?)
 - a. ZTC vs. non-ZTC student success data (disaggregated by race)-CCC or if not, state,
 - b. Chart/table student savings by department
 - i. Money stays local/in community
 - ii. Disaggregate- to show direct impact
 - iii. Leader board?
 - c. Video - Student voices, more benefits of OER)
 - i. Plus text testimonials
 - d. OER librarian & coordinator contact info (in sidebar, if possible)
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OER and ZTC Faculty Resources

Make college more affordable with OER and ZTC!

Below is information and resources that Contra Costa College faculty members can use to join this effort, in collaboration with the OER and ZTC Committee, Academic Senate, Bookstore, Library Services, and Office of Instruction.

- Due to the high costs of textbooks, 70% of Contra Costa College students could not afford their books, 56% have dropped a class, and 64% avoided taking a full load (12 units or more).
- Contra Costa College offers 168 ZTC sections in math, English, ESL, art, nursing, and more!
- Contra Costa College students will save over \$414,000 per semester in textbook costs with OER and ZTC.

Success, Retention, and Withdrawal Rates (Fall 2020)

	NON-ZTC COURSES	ZTC COURSES	<i>DIFFERENCE</i>
Success	70%	82%	+12%
Retention	86%	95%	+9%
Withdrawal	13%	5%	-8%

Student Testimonials

Meaghan Yarnold

Majors: English, Pre-Law, Humanities, and Behavioral Sciences

OER and ZTC are what kept me in school after losing my income and is what made graduation a reality for me. Especially during this past year, I wasn't sure I'd be able to afford to stay.

Finding these courses made it possible for me to get free and cheap books on my already limited budget – all while not having to worry about falling behind on my transfer plans.

Lhakpa Lama

Major: Nursing

I have been fortunate to be part of some of the ZTC courses at Contra Costa College and it has immensely helped me with my financial situation. Being a full-time student and working

simultaneously to cover the living expenses in Bay Area can be challenging. I am sure many can relate to this. With this ZTC program, I was able to save a significant amount which help me to pay for my other expenses. I'm truly grateful for the program and thank you.

Erica J. Villegas Padilla

Major: Ethnic Studies

ZTC and OER implementations have helped me afford and focus on my academic career. Not worrying about the extra cost of class materials is a HUGE stress saver and a step closer to ensuring an equitable opportunity of higher education for all.

Listing Your Course as ZTC

Zero Textbook Cost (ZTC) designation

CCC's online listings indicate courses for which all required materials are available at no cost to students. If you believe your course qualifies, inform your Department Chair soon as possible so they can indicate it on the class schedule.

Questions?

If you need assistance with OER or ZTC, please contact:

- Maritez Apigo, CCC OER Coordinator, mapigo@contracosta.edu
- Lori Brown, CCC OER Librarian, lbrown@contracosta.edu

Visit the [OER and ZTC Committee page](#) if you are interested in the committee charge, membership, agendas, and minutes.

2. About OER/ZTC

- a. What is OER and ZTC? (and why we should care?)
 - Definitions of OER and ZTC and LTC
 -
 - [Articulation, Curriculum, and OER](#)
 - Faculty video
 - List of ztc courses and faculty names
 - Finding OER
-

What is OER and ZTC?



OER stands for Open Educational Resources. These resources can encompass teaching, learning, and/or research, and can exist in any medium- digital or otherwise-- that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others. OER often includes full courses, course materials, modules, textbooks, videos. Really anything used to support student learning.

ZTC, on the other hand, stands for Zero Textbook Cost. This term refers to the *cost* of a course. Indicated by the icon to the right, ZTC courses do not require students to buy a textbook in order to take the course. While OER and ZTC share many qualities, they are not exactly the same. All OER courses fit under the ZTC moniker; however, ZTC also includes copyrighted materials such as textbooks and novels that have been purchased by the college and then provided free of charge to the students.



Contra Costa College is currently in the process of developing a Low Textbook Course (LTC) designation. LTC, while not free, seeks to keep student cost down by limiting the amount of money students will pay for the class to \$25.

Whatever designation you choose to follow, you will save students thousands of dollars, thus removing a major barrier to educational access.

Faculty Testimonials

--need video or blurbs-- Please send

Terrill Mead- Math Professor

No textbook is perfect, and the same is true for OER texts. But with OER you have the option to rework, rewrite, reorder, or skip content that doesn't fit your class. Since 2020 I have taught 9 sections solely using OER, saving students over \$37,000. That money stayed in our community, serving like a small grant directed to those who need it most, our students! It takes a bit of effort to convert, but the reward is worth it. Your students will greatly appreciate your effort!

Lucinda Ray – English Professor

Last fall I converted my English 1A to a Zero Textbook Cost class using OER. It was much easier than I imagined, because of the support and help the department and the library offers. I especially appreciated the peer review of my work, helping me get the OER material appropriately attributed. I could select and edit content from several different OER textbooks for which the library gave me links. The OER content was very similar to content in the textbook students previously had to purchase, so it fit right into the course I had already designed. This not only saved my students money, but it made the beginning of the semester much smoother, since students had the materials they needed immediately, without having to wait for textbook funding from the college.

List of Current ZTC courses and faculty

Here you can view [a comprehensive list of ZTC courses offered](#). The table below provides a list of the faculty and departments that have already incorporated OER/ZTC.

Ben Jahn
Deborah Bauer
Denise Marshall-Thomas
Devon O'Rourke
Gail Benson
Guilherme Mylius
Lucinda Ray
Marisol Cantu
Francesca Cervantes
Michelle McNeary
Michell Naidoo

Michele Redlo
Nooshi Borhan
Sabina Crocette
Sherry Sharufa
Sue VanHattum
Terrill Mead
Trung Nguyen
J. Vern Cromartie
Michael Kilivris
Sonia Robles
Maricela Ramirez & Leslie Allums
Karina Gill
Dickson Lam
Ivy Johnson
Shelley Ruby
Sue VanHattum
Rebecca Clayton
Michael Kilivris
Augustin Palacios

I was trying to embed this document in a text box, but Google wouldn't let me. This should be possible on the web site, right?

3. [Mythbusting OER Page](#)
 - a. OER & Articulation

Myth Busting

OER and Articulation

[Adapted from Articulation, Curriculum, and Open Educational Resources](#)

A long-standing concern about OER has been its potential impact on articulation. Prior to considering how to document OER in a Course Outline of Record (COR), it is important to ensure that articulation will not be impacted by its use. Fortunately, both the California State University (CSU) and University of California (UC) systems have provided the California Community Colleges with clear and definitive statements on this matter. And OER-related guidance has been integrated into the Guiding Notes for General Education Course Reviewers (October 2019), a joint publication of the CSU and UC.

In a 2009 Rostrum article, titled "[But Will It Fly? OER and Articulation](#)," the perspectives of the California State University Office of the Chancellor and the University of California Office of the President (UCOP) with respect to OER and articulation were summarized. The excerpts that follow provide an overview of what is – and is not – acceptable:

What's a Textbook?

For articulation purposes, the term "textbook" does not refer only to boat-anchor compendiums of knowledge, often collectively written, and supplied by textbook publishers with a host of ancillary materials and at ever-increasing prices.

For articulation purposes, the term "textbook" refers to the primary required reading materials students must master in order to complete a course. It does not matter whether such a text is obtained from the college bookstore or via the Internet.

Other courses supplement a primary text with additional required texts; a U. S. History course might require that students purchase both a narrative textbook and supplement it with some combinations of historical monographs, novels, or primary source anthologies. For purposes of articulation, each of these varieties of books may be considered a "textbook," though The Autobiography of Benjamin Franklin is clearly in a different category from the several standard narrative U.S. history texts required by many community college faculty members. Any combination of these texts may also be made available to students via OER, and the use of any combination of these kinds of materials should provide no threat to articulation.

What Won't Fly?

There are electronic teaching materials that would not be adequate to meet the requirements of articulation and transfer. Faculty course notes made available on a website do not constitute a text, though they might provide an excellent supplement to a text, whether published in hard copy or via OER. Collections of URLs and webpages are probably also inadequate as substitutes for the rigor and focus provided from a source that requires sustained attention. On the other hand, the integrated use of a variety of scholarly journal articles that are available online may provide a superior level of education for students who are made to realize the way our body of knowledge is advanced by contributions from the academic community at large.

It is important to bear in mind that courses transfer toward a variety of kinds of requirements: lower-division major requirements, general education requirements, and elective unit

requirements. There may be cases in which the use of OER in a course provides no obstacle to elective or GE credit, but where a receiving department may question the appropriateness of a course. In the majority of cases, however, CSU and UC faculty are more likely to be concerned about the range of topics adequately covered and not whether students got their copy of Moby Dick from the bookstore or from Bartleby.com.

4. Finding OER

Finding OER

Faculty members often feel that the start of their OER journey is simultaneously exciting and overwhelming! With so many sources that have the potential to save students money, it is no wonder!

Many repositories have already done the heavy lifting. Faculty members' are encouraged to start with the Contra Costa College Library Guide. They have been vetted for quality and align with course outlines of record.

[Contra Costa College Library Guide](#)

CCC has an extensive amount of information on getting started and how to find, evaluate, and license OER.

Faculty using OER

Bashir Shah	BUS 186 & 187
J. Vern Cromartie	SOCIO 245, 220, 221
Trung Nguyen	MATH 180
Terrill Mead	MATH 164, 190, 290, 292
Sherry Sharufa	MATH 171
Sabita Crocette	BUS 109
Michele Redlo	NURS 212
Michell Naidoo	ECHD 290, 162
Guilherme Mylius	ENGL 1C
Gail Benson	ECHD 124

Devon O'Rourke	MATH 164
Denise Marshall-Thomas	ECHD 133
Ben Jahn	ENGL 2B
Deborah Bauer	SPEECH 122, 120

5. Using OER

- a. Interest form
 - b. grant application
 - c. committee page,
 - d. an (accessible) repository, (Liesl will help)
 - i. Develop a resource to help create with accessibility in mind/what to look for when choosing
 - e. Creative commons licensing and publishing OER
 - f. Antiracism
-

Using OER

If you are interested in exploring OER and ZTC options, fill out the interest form, and the OER Coordinator will get in touch with you.

If you are interested in applying for a grant project, here is the OER and ZTC Grant Application. It needs a signature from your Department Chair before submission.

Creating Accessible OER

Visit CCC's OER Accessibility Canvas shell for creating accessible instructional materials. Liesl's contact info.

Antiracist Pedagogy and OER

Visit CCC's ? Canvas shell for applying antiracist pedagogy to your instructional materials. [African American Staff Association Call to Action](#) (June 2020)

Licensing

[About Creative Commons Licenses](#)

Publishing OER

- [OER Commons](#)
- [Open Textbook Library](#)

- [Pressbooks](#)

6. Converting to ZTC
 - a. Marking your sections as ZTC (instructions)
 - b. Book repository
 - c. Grant app
-

Converting to ZTC

Process for faculty converting to ZTC:

1. In efforts to support faculty members interested in converting to ZTC, the OER & ZTC Committee would like interested parties to fill out the [OER & ZTC Interest Form](#).
2. Check with your department chair to see if there are already existing projects in progress or completed OER projects.
3. Contact CCC's OER Coordinator & Liason, [Maritez Apigo](#), who can also answer any OER/ZTC-related questions. If you would like assistance in curating subject-specific OER to explore, CCC's OER Librarian, [Lori Brown](#), can assist in.
4. If there is funding available, faculty may apply for an [OER & ZTC grant](#) to support the work required to convert your courses. Grants will be awarded for OER and ZTC/LTC projects as approved by the OER & ZTC Committee.
5. When all other OER & ZTC options have been exhausted, the [ZTC Class Set of Print Books Grant Application](#) may also help faculty reach their ZTC goal. Faculty should submit the grant applications to their department chair(s). Faculty should ensure that their department class sets do not house a better alternative.
6. During course scheduling for the upcoming semester, faculty will inform their department chair(s) that they will teach a ZTC course.
7. When faculty members have eliminated the costs of textbooks/books, then their course will have the ZTC designation. The ZTC designation below will appear next to their course in the schedule of classes and on the [ZTC Classes webpage](#).



When the faculty member has reduced the costs of textbooks/books down to \$25 or less, then their course will have the LTC designation. The LTC designation below will appear next to their course in the schedule of classes.



Anything else?

7. FAQs

FAQs

a. Will using OER jeopardize UC/CSU articulation agreements?

- i. No. Both the [University of California Office of the President](#) and the California State University Chancellor's office have issued statements that allow for the use of OER materials as long as the provided materials are "stable and publicly available as published textbooks (and not a list of links)." While articulation to private or out-of-state colleges might be impacted, given the increasingly widespread use of OER, it is becoming more likely that the use of OER will not impact articulation regardless of the college. OER also does not impact C-ID designated courses, provided that the materials used meet the above requirement. It should also be noted that the California State University is subject to the same mandate as the CCCs regarding identification of sections using no-cost resources.
--[Academic Senate for California Community Colleges](#)--

b. Are OER materials inferior to publisher materials?

- i. As with any textbook, quality can and does vary widely, placing the onus on the instructor to curate peer-reviewed OER of sufficient rigor for the course. There are many available materials of high quality worth the consideration of discipline faculty. One such resource is the [COOL4Ed page](#), the result of the work of the California Open Educational Resources Council (COERC) which includes OER resources which have been peer reviewed by faculty in at least two of the public systems of higher education in California. The [COOL4Ed page](#) provides not only information about the texts, but reviews and peer evaluations of each of the materials evaluated. The website is a good starting point for faculty interested in integrating OER materials into their courses. In addition, if an OER resource is lacking in some way, faculty can typically modify or supplement the materials to address any deficiencies.
--[Academic Senate for California Community Colleges](#)--

c. What if I can't find OER for my discipline?

- i. Due to the growing popularity of OER, high quality materials are available for an ever growing list of disciplines. To begin with, check with your department chair to see if someone in the department is already using OER. Next, contact OER librarian [Lori Brown](#) to set up an appointment to discuss your OER needs. Additionally, CCC offers grant funding for faculty to create customized OER for their specific courses. Fill out and submit the [grant application](#) today!

d. What if I don't like the OER that I find?

- i. As with most traditional textbook adoptions, it is unlikely for any faculty to be 100% satisfied with publisher materials. OER materials may have gaps that need to be filled in by supplemental materials. However, since OER has been released under a license that allows adaptation, faculty can edit OER to suit their needs. CCC offers grant funding for faculty to customize OER for their specific courses. Fill out and submit the [grant application](#) today!

e. Corporations provide free books for my students. Does this count as ZTC?

- i. Yes. As long as a student does not need to pay for a textbook, the course is considered ZTC.

f. Don't transferable courses have to have textbooks?

- i. Texts do not need to be published in hard copy. The UC and CSU welcome the use of online texts and other Open Educational Resources (OER), so long as the resource is a stable, bona fide textbook, and not just a collection of links to lecture notes or other web pages.

A general search to ensure that all public-facing statements regarding OER and articulation in California are consistent yields the following information on the textbook requirements page of the UC's TCA (Transferable Course Agreements) policy:

- Open Educational Resources (OER), or online/digital texts, are acceptable if they are stable and publicly available as published textbooks, not a list of web links.
- Lab science courses must include a clearly identified lab manual in the COR. Lab manuals from either a publisher or compiled by CCC faculty (e.g., "CHEM 001 Lab Manual, CCC Chemistry department, 2019") are acceptable.
- College Success courses must include a community college catalog. A hyperlink to the online community college catalog is acceptable.

In order for a CCC course to be transferable to the UC, it must be approved for the TCA ("Courses approved for the TCA count as advanced standing elective credit toward an undergraduate degree at any UC campus and may also be submitted for campus-specific articulation or for IGETC."). The 2nd and 3rd bullet points included above are provided as they demonstrate the acceptability of a "homegrown" lab manual and a hyperlink to a document in specific instances.

--[Academic Senate for California Community Colleges](#)--

g. What does an example of acceptable OER look like?

- i. [Writing in College](#)
- ii. This is an example eLumen entry for Course Outlines of Record:
- iii.
- iv. Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. ISBN, URL. License.
- v.

- vi. Dillon, Dave. *Blueprint for Success in College and Career*. Version 1.3. Rebus Community, 2018. ISBN 9781989014042, press.rebus.community/blueprint2/. Licensed under CC BY 4.0.

h. What does an example of unacceptable OER look like?

The outline below is considered unacceptable because it is merely a collection of unstable links. These links are not “a stable, bona fide textbook”

- i. Introduction to Psychology
- ii. Chapter 1 – Psychology: Why and What?
- iii. Why it’s worth taking psychology
(<https://www.psychologytoday.com/us/blog/fulfillment-any-age/201008/why-its-worth-taking-intro-psych>)
- iv. Is Psychology a Science?
(<https://www.simplypsychology.org/science-psychology.html>)
- v. History of Psychology
(<https://nobaproject.com/modules/history-of-psychology>)
- vi. Chapter 2 – Research Methods in Psychology
- vii. Research Methods
(<https://www.simplypsychology.org/research-methods.html>)
- viii. Types of Research Studies
(<https://courses.lumenlearning.com/boundless-psychology/chapter/types-of-research-studies/>)
- ix. Ethics in Psychology (<https://www.apa.org/topics/ethics>)

i. How do I get involved with this awesome anti-racist grassroots movement?

- i. Visit the [OER and ZTC Committee page](#) if you are interested in the committee charge, membership, agendas, and minutes.
-

Misc cuts:

j. What does LTC mean?

- i. LTC stands for “Low Textbook Cost.” In order for a class to be considered LTC, students must be required to spend less than \$25.



Spring 2022 - ZTC (Zero Textbook Cost) Classes

SUBJECT	NO.	SECTION	Days	Start Time	End Time	Start Date	End Date	INSTRUCTOR
ART	102	389	M W	12:45PM	3:55PM	1/24/2022	5/20/2022	Lu
ART	124	6803		ONLINE	ONLINE	1/24/2022	5/20/2022	Gordon
ART	145	6811	T	9:35AM	12:30PM	1/24/2022	5/20/2022	Lu
ART	158	3081		ONLINE	ONLINE	1/24/2022	5/20/2022	Davis
ART	174	3150		ONLINE	ONLINE	1/24/2022	5/20/2022	Gordon
ART	184	4455	T TH	12:45PM 1:35PM	1:35PM 3:55PM	1/24/2022	5/20/2022	Cole
ART	224	6805		ONLINE	ONLINE	1/24/2022	5/20/2022	Gordon
ART	245	6812	T / Hybrid	9:35AM	10:30AM	2/22/22	5/20/2022	Lu
ART	258	3181		ONLINE	ONLINE	1/24/2022	5/20/2022	Davis
ART	174	3152		ONLINE	ONLINE	1/24/2022	5/20/2022	Gordon
ART	284	2843	T TH	12:45PM 1:35PM	1:35PM 3:55PM	1/24/2022	5/20/2022	Cole
ART	810N	1813	F	9:35AM	10:05AM	1/24/2022	5/20/2022	Lu
AUSER	097	1840	M	1:00PM	4:10PM	1/24/2022	5/20/2022	Beatty
AUSER	099	1870	Check w/ instructor	Check w/ instructor	Check w/ instructor	1/24/2022	5/20/2022	Lozano
AUSER	101	4701	MT MT	9:00AM 10:25AM	10:25AM 12:10PM	1/24/2022	5/20/2022	Beatty

[LibreTexts](#)

This repository is the big box store of repositories. Their growing libraries are organized by disciplines and accessible to all.

[OER Commons Advanced](#) & [OER Commons](#)

Browse through their collection of open textbooks by keyword, subject area, media format, etc.

[BC Campus OpenEd](#)

Browse to find peer reviewed and accessible textbooks.

[OpenStax](#)

Browse through peer reviewed textbooks by subject.

[MyOpenMath](#)

Browse through pre-built mathematic courses.

[Skills Commons](#)

This open library of workforce development materials is reviewed by subject matter experts and developed in partnership with industry leaders.

Other OER Links:

[California Open Online Library For Education \(Cool4ED\)](#)

[Open Textbook Library](#)

[Open Textbook Store](#) (Math)

[Merlot](#)

[Saylor Academy](#) (Open Courses & [Open Books](#))

[Amser](#) (Applied Math and Science Education Repository)

[PhET Interactive Stimulations](#)

[The Directory of Open Access Journals](#)

[Highly Rated Textbooks](#) (of OER selected for review by the California OER Council)

[Project Gutenberg](#)

OER Search Tools:

[The Mason OER Metafinder](#) (MOM)

[Openly Available Sources Integrated Search](#) (OASIS)

Open Access Media Links:

[Smithsonian Open Access](#)

[HippoCampus](#)

[Flickr](#)

[Openverse](#)

[Pexels](#)

[Open Clip Art](#)

[Wikimedia Commons](#)

[Getty Images](#)