

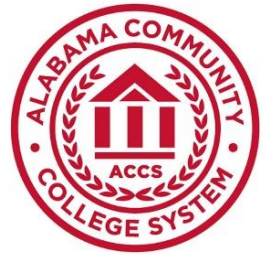


# ACHE/ACCS

## Open Educational Resources (OER)

### Grant Program

## 2018-2019 Academic Year



### Overview

The Alabama Commission on Higher Education (ACHE) and the Alabama Community College System (ACCS) have a common goal of reducing the cost of college for Alabama's students. Since textbooks are a major expense for both university and community college students, ACHE and ACCS are co-sponsoring a grant program with **\$50,000** in total awards to encourage faculty members at Alabama's public institutions of higher education to replace existing expensive traditional textbooks and other costly teaching and learning materials with open educational resources (OER). Open educational resources are teaching and learning materials that instructors and students may freely use and reuse at no cost without asking permission. Unlike traditionally copyrighted resources, OER are developed and posted for public use by the creators who agree to retain few, if any, ownership rights.

While the primary purpose of the OER grant program is to reduce students' textbook costs, additional positive outcomes are expected. Open educational resources are designed to be available to all students on the first day of class, and therefore improve course accessibility for financially-strapped students. And because OER are either created by (or adopted and modified by) the students' instructor, they are more perfectly aligned with classroom instruction, promoting higher achievement of desired learning outcomes by all students, regardless of socio-economic status.

### Project Descriptions

To ensure that grant awards result in maximum impact, only proposals that target high-enrollment general education courses approved by the AGSC for transfer among Alabama public institutions will be funded. **Appendix 1** contains a list of the AGSC-approved transfer courses grouped by priority level for grant funding. Projects that target higher priority courses and that result in the greatest cost savings for the most students will earn the most favorable consideration.

Grants may support either individual or team efforts, but funded projects must be led by a faculty member who will implement the OER materials in his/her course. The lead faculty member must also agree to track and report on student satisfaction and success in the courses in which the grant-funded OER are implemented. Other faculty members, instructional designers, librarians, subject matter experts, and other support professionals may be included in team projects. Collaboration that results in OER adoption department-wide or in equivalent courses across multiple institutions, particularly across 2-year and 4-year institutions, is highly encouraged and those proposals will receive priority consideration.

All funded grant projects will culminate with an evaluation and reporting of results. ACHE and ACCS intend to use the reported results to identify effective, innovative strategies and best practices, which will then be disseminated for replication and scale-up throughout higher education institutions in

Alabama. Thus, the grant program seeks to ensure to the extent possible that any gains in student satisfaction or student achievement reported by the principal investigator of a funded project are legitimately an effect of the implementation of OER and not a result of some other factor (such as a change in the instructor of the course). Therefore, all medium- and large-scale projects (as defined in the following section) are expected to be designed as experimental studies rather than observational studies. Project faculty members (at least the lead) for medium- and large-scale projects should plan to teach at least one section of the targeted course during fall semester, 2018 **without** the implementation of the adopted/adapted/created OER that is the focus of the project. Data on student satisfaction and achievement should be collected at the end of fall semester and will constitute the comparison group data. Project faculty members (again, at least the lead) should also plan to teach at least one section of the targeted course during spring semester, 2019 **with** the implementation of the OER that is the focus of the project. Data on student satisfaction and achievement should be collected at the end of spring semester and will constitute the experimental group data. Final reports will include an evaluation of the effectiveness of the OER implementation based on a comparison of the two sets of data. This evaluation shall minimally include an analysis of:

1. student success in the course as measured by grade distributions and,
2. financial savings as measured by OER costs versus Fall semester commercial print textbook costs and other required resources.

An evaluation of student satisfaction with the different course experiences is also encouraged and could include a comparison of existing course evaluations and if that is not available, the development of a survey to capture student satisfaction with the course.

### **Levels of Funding for Awards**

Three levels of funding are available based on the scale of the project proposed. Awards will be made to the institution and can be utilized for any institutionally authorized purpose.

- **Small-Scale Alteration.** These projects will involve textbook/learning material revision projects at a single institution for a single course with multiple sections per year and an annual course enrollment of 250 or fewer students. Typical projects will result in the replacement of an existing costly textbook, lab manual, or electronic homework/test platform with a no-cost or low-cost\* OER alternative of similar quality. Adoption of existing OER with or without modification is acceptable so long as sufficient research and review occurs to satisfy the lead faculty member that the adopted OER meet or exceed the quality of the learning material replaced. Development of supplementary instructor resources for a course with a pre-existing OER textbook can be funded at this level if it results in additional faculty members converting their course sections to OER.
  - Minimum Award: \$250. Maximum Award: \$1,000.
  - \$500 maximum per team member
- **Medium-Scale Conversion.** A variety of projects can be funded at this level, but each one should affect more than 250 students annually and result in OER adoption by multiple instructors. Projects should result in the replacement of all or nearly all student learning material in a course with no-cost or low-cost\* OER and will typically require some adjustments

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\* To be considered low-cost, the total student cost for all learning materials in the course must be \$35 or less.

to pedagogy (for example, increased use of the textbook in class activities or incorporation of more frequent but shorter evaluations of student learning).

- Minimum Award: \$1,000. Maximum Award: \$3,000.
- \$500 maximum per team member.
- **Large-Scale Transformation.** Projects funded at this level will result in a whole-course conversion to OER (all learning materials in a single course replaced with no-cost or low-cost\* OER), affect more than 1,000 students annually, and result in OER adoption by multiple instructors. They should also result in courses that can be easily adapted to online delivery. Whole course conversions will typically require more significant adjustments to pedagogy (for example, increased use of the textbook in class activities and incorporation of more frequent but shorter evaluations of student learning) and the addition of instructor-developed digital student learning resources (such as videos, podcasts, or voiced-over slide presentations).
  - Minimum Award: \$3,000. Maximum Award: \$5,000
  - \$1,000 maximum per team member

## **Acceptable OER Products**

Acceptable open educational resources for funded projects of all sizes include, but are not limited to:

- Adopted, adapted, or created open textbooks, open courseware, and/or other open educational resources such as lecture videos, podcasts, lab manuals, etc. See **Appendix 2** for a listing of some popular OER repositories and other resources.
- Low-cost\* or open homework and adaptive platforms to accompany affordable learning materials
- Any combination of the above.

All revised or newly-created materials must be made available to the public under a [Creative Commons Attribution License \(CC-BY\)](#), unless the original materials were under a more restrictive license such as the inclusion of SA (Share-Alike) or NC (Non-Commercial). All revised or newly created materials should meet ADA requirements for accessibility and be available for print on demand.

All awardees must agree to make the revised or newly-created resources accessible to the public by permanently posting them on a public repository of ACHE's/ACCS's choosing (details TBA later) or to provide a perpetual link to the materials posted on the college's server if a suitable public repository is not identified.

## **Application Process**

Individuals or teams that want to participate should:

1. Complete the grant application (Proposal for ACHE/ACCS Open Educational Resources Grant).
2. Review the grant application using the OER Grant Proposal Evaluation Rubric (**Appendix 3**) to ensure that all required elements are in place.
3. Secure a letter of support from the chief administrator (Dean of Instruction, Vice President for Academic Affairs, etc.) of the sponsoring unit (the division/school that will be responsible for the administration of the grant funds). **For multi-institutional teams, secure a letter of support from each institution.**

4. Package the grant application and letters of support into a single PDF and e-mail the file to:

**Ron.Leonard@ache.alabama.gov**

For questions about the grant program or the application process, contact:

**Ron Leonard, Director of the Network of Alabama Academic Libraries (NAAL)**  
**Alabama Commission on Higher Education**  
**100 South Union Street**  
**P.O. Box 302000**  
**Montgomery, AL. 36130-2000**  
**Phone: 334-242-2211**

## **Evaluation of Proposals**

Proposals will be evaluated by an administrative team composed of representatives from the Alabama Commission on Higher Education (ACHE) and the Alabama Community College System (ACCS). Proposals will be judged on the feasibility and reasonableness of the action plan and adherence to the proposal guidelines as weighted in the Evaluation Rubric shown in. Follow-up questions or interviews may be requested of applicants. Please note that awardees' applications will be made available to all Alabama institutions of higher education.

Priority consideration will be given to applications that demonstrate:

- Implementation of OER in highest priority general education courses
- Greatest projected total student savings
- Collaboration that results in OER adoption department-wide or in equivalent courses across multiple institutions
- Collaboration between 2-year and 4-year institutions
- Institutional commitment of in-kind funding or other resources

## **Notification of Awards**

The decision of the ACHE/ACCS Administrative Review Team to fund or not fund a specific proposal will be communicated to proposal submitters, applicants (project leaders), and chief administrators of the institutions' sponsoring units according to the published timeline. In addition, a listing of funded proposals will be posted on the ACHE website along with a link to each proposal's application package.

Institutional sponsors will be responsible for fund disbursement, including expense and travel reimbursement. Budgets will be supported by state funds and therefore institutions spending project money must ensure compliance with state, system, and institutional policies and procedures.

## **Funding Details**

ACHE/ACCS Open Educational Resource Grants **do not work the same as federal or other external grants**. Each grant is a direct allocation from the Alabama Commission on Higher Education or the Alabama Community College System to the institution in order to get the work referenced on the application completed. Funds can cover faculty and staff time, including course release time, overload

pay, and adjunct pay for replacement coverage of classes. Funds can also cover project expenses, including software, supplies, equipment, and other related department needs or travel expenses.

This funding structure, facilitated by a Grant Administration Agreement, allows for flexibility between institutions. Funding procedures largely rely on your institution so long as spending meets state guidelines. The proposing team must develop and agree on a budget that compensates team members and the members' institutions equitably according to contributions to the project. The proposing team must also coordinate as necessary with their departments and institutional sponsors to determine how to handle the distribution.

Funding will be released to the sponsoring institution in two parts: 50% upon return of the Grant Administration Agreement (GAA) with the original or modified proposal serving as the statement of work, and 50% upon submission of the required final report.

### **Required Actions/Activities**

Awardees will complete **fall semester status reports** and a **final written report** at the conclusion of spring semester, to include requested measures of impact on student success and satisfaction, grade distributions and financial savings. Awardees will be expected to be available for information sharing about their experience in future ACHE/ACCS information or training sessions and in any ACHE/ACCS publications, websites, presentations, or other materials.

### **Timeline**

- June 1, 2018: Deadline for submission of proposals
- June 4 – 15, 2018: Administrative review and evaluation of proposals
- June 18, 2018: Notification of award decisions
- July 1 – December 31, 2018: Project research and adoption/adaptation/creation of OER
- August – December, 2018 (Fall Semester): Teach comparison group courses **without** OER
- January 19, 2019: Deadline for submission of fall semester status reports
- January – May, 2019 (Spring Semester): Implement OER in experimental group courses
- June 7, 2019: Deadline for submission of final reports

## Appendix 1

### AGSC-Approved Transfer Courses Grouped by Priority for Project Funding

(Courses are given by ACCS number and title. Equivalent courses at senior institutions are eligible.)

Course Number	Course Title	Hrs	Lab	Priority
ART 100	Art Appreciation (A)	3S	N	1
BIO 103	Principles of Biology I	4S	Y	1
BIO 104	Principles of Biology II	4S	Y	1
ECO 231	Principles of Macroeconomics	3S	N	1
ECO 232	Principles of Microeconomics	3S	N	1
ENG 101	Written Composition I	3S	N	1
ENG 102	Written Composition II	3S	N	1
HIS 101	History of Western Civilization I	3S	N	1
HIS 102	History of Western Civilization II	3S	N	1
HIS 201	United States History I	3S	N	1
HIS 202	United States History II	3S	N	1
MTH 112	Precalculus Algebra	3S	N	1
MUS 101	Music Appreciation (A)	3S	N	1
PHS 111	Physical Science I	4S	Y	1
PHS 112	Physical Science II	4S	Y	1
PSY 200	General Psychology	3S	N	1
PSY 210	Human Growth & Development (PSY 200 Prereq.)	3S	N	1
SPH 106	Fundamentals of Oral Communication	3S	N	1
SPH 107	Fundamentals of Public Speaking	3S	N	1
CHM 111	College Chemistry I	4S	Y	2
CHM 112	College Chemistry II	4S	Y	2
ENG 251	American Literature I	3S	N	2
ENG 252	American Literature II	3S	N	2
MTH 110	Finite Mathematics	3S	N	2
MTH 113	Precalculus Trigonometry	3S	N	2
MTH 125	Calculus I	4S	N	2
PHL 206	Ethics and Society	3S	N	2
POL 211	American National Government	3S	N	2
SOC 200	Introduction to Sociology	3S	N	2
SPA 101	Introductory Spanish I	4S	N	2
ANT 200	Introduction to Anthropology	3S	N	3
ANT 210	Physical Anthropology	3S	N	3
ANT 220	Cultural Anthropology	3S	N	3
ANT 226	Culture and Personality	3S	N	3
ANT 230	Introduction to Archaeology	3S	N	3
ART 203	Art History I (A)	3S	N	3
ART 204	Art History II (A)	3S	N	3

AST 220	Introduction to Astronomy	4S	Y	<b>3</b>
BIO 101	Introduction to Biology I	4S	Y	<b>3</b>
BIO 102	Introduction to Biology II	4S	Y	<b>3</b>
CHM 104	Introduction to General Chemistry	4S	Y	<b>3</b>
CHM 105	Introduction to Organic Chemistry	4S	Y	<b>3</b>
ENG 261	English Literature I	3S	N	<b>3</b>
ENG 262	English Literature II	3S	N	<b>3</b>
ENG 271	World Literature I	3S	N	<b>3</b>
ENG 272	World Literature II	3S	N	<b>3</b>
FRN 101	Introductory French I	4S	N	<b>3</b>
FRN 102	Introductory French II	4S	N	<b>3</b>
FRN 201	Intermediate French I	3S	N	<b>3</b>
FRN 202	Intermediate French II	3S	N	<b>3</b>
GEO 100	World Regional Geography	3S	N	<b>3</b>
GEO 101	Principles of Physical Geography I	4S	Y	<b>3</b>
GEO 102	Principles of Physical Geography II	4S	Y	<b>3</b>
GEO 201	Principles of Human Geography	3S	N	<b>3</b>
GLY 101	Introduction to Geology I	4S	Y	<b>3</b>
GLY 102	Introduction to Geology II	4S	Y	<b>3</b>
GRN 101	Introductory to German I	4S	N	<b>3</b>
GRN 102	Introductory to German II	4S	N	<b>3</b>
GRN 201	Intermediate German I	3S	N	<b>3</b>
GRN 202	Intermediate German II	3S	N	<b>3</b>
HIS 121	World History I	3S	N	<b>3</b>
HIS 122	World History II	3S	N	<b>3</b>
HUM 101	Introduction to Humanities	3S	N	<b>3</b>
HUM 102	Introduction to Humanities	3S	N	<b>3</b>
HUM 130	Mankind and His Art (A)	3S	N	<b>3</b>
HUM 299	PTK Honors Course	3S	N	<b>3</b>
HUM 299-01	PTK Honors Course I	1S	N	<b>3</b>
HUM 299-02	PTK Honors Course II	1S	N	<b>3</b>
HUM 299-03	PTK Honors Course III	1S	N	<b>3</b>
IDH 106	Classical & Medieval Concepts: Man & the Universe	3S	N	<b>3</b>
IDH 107	Discovery: Questions, Hypotheses & Experiments	4S	Y	<b>3</b>
IDH 109	Contemporary Problems in Science & Technology	4S	Y	<b>3</b>
IDH 110	Renaissance to Romantic Rebellion (A)	3S	N	<b>3</b>
IDH 206	Political & Intellectual Forces 20th Century	3S	N	<b>3</b>
IDH 208	Creative Forces in the Modern World	3S	N	<b>3</b>
IDH 214	Interdisciplinary Seminar: Science & Human Values	1S	N	<b>3</b>
IDS 102	Ethics	3S	N	<b>3</b>
JPN 101	Introductory Japanese I	4S	N	<b>3</b>
JPN 102	Introductory Japanese II	4S	N	<b>3</b>
MTH 115	Precalculus Algebra & Trigonometry	4S	N	<b>3</b>
MTH 120	Calculus and Its Applications	3S	N	<b>3</b>

MTH 126	Calculus II	4S	N	<b>3</b>
MTH 227	Calculus III	4S	N	<b>3</b>
MTH 237	Linear Algebra	3S	N	<b>3</b>
MTH 238	Applied Differential Equations I	3S	N	<b>3</b>
PHL 106	Introduction to Philosophy	3S	N	<b>3</b>
PHY 120	Introduction to Physics	4S	Y	<b>3</b>
PHY 201	General Physics I	4S	Y	<b>3</b>
PHY 202	General Physics II	4S	Y	<b>3</b>
PHY 213	General Physics with Calculus I	4S	Y	<b>3</b>
PHY 214	General Physics with Calculus II	4S	Y	<b>3</b>
POL 200	Introduction to Political Science	3S	N	<b>3</b>
REL 100	World Religions	3S	N	<b>3</b>
REL 151	Survey of the Old Testament	3S	N	<b>3</b>
REL 152	Survey of the New Testament	3S	N	<b>3</b>
SOC 210	Social Problems	3S	N	<b>3</b>
SPA 102	Introductory Spanish II	4S	N	<b>3</b>
SPA 201	Intermediate Spanish I	3S	N	<b>3</b>
SPA 202	Intermediate Spanish II	3S	N	<b>3</b>
SPH 116 *	Introduction to Interpersonal Communication	3S	N	<b>3</b>
THR 120	Theatre Appreciation (A)	3S	N	<b>3</b>
THR 126	Introduction to Theatre (A)	3S	N	<b>3</b>



## Appendix 2

### Starter List of Helpful OER Repositories and Other OER Resources

- **Open Textbook Library** (A growing catalog of free, peer-reviewed, and openly-licensed textbooks): <https://open.umn.edu/opentextbooks/>
- **OpenStax** (free peer-reviewed college and AP<sup>®</sup>-aligned textbooks and instructor resources): <https://openstax.org>
- **OERCommons** (public digital library of open educational resources): <https://www.oercommons.org/>
- **Affordable Learning Georgia** (A wealth of resources for locating existing OER or creating your own): <https://www.affordablelearninggeorgia.org/>
- **Merlot** (curated online learning and support materials and content creation tools, led by an international community of educators, learners and researchers): <https://www.merlot.org/merlot/index.htm>
- **University of Missouri OER LibGuides** (UM Library guide that covers ways to find and create Open Educational Resources): <http://libraryguides.missouri.edu/c.php?g=420086&p=5683834>
- **iLumina** (A digital library of sharable undergraduate teaching materials for chemistry, biology, physics, mathematics, and computer science): <http://dl.uncw.edu/>
- **Lumen Learning** (Supports faculty in identifying and selecting high quality OER, aligning these to learning outcomes, and assembling them to create OER-based courses): <https://lumenlearning.com/>
- **MIT OpenCourseWare** (Course materials for over 2000 courses available for free): <https://ocw.mit.edu/index.htm>
- **College Open Textbooks** (Comprehensive listing of open and affordable textbooks on the web, with over 600 sorted by academic discipline): <http://www.collegeopentextbooks.org/>

## Appendix 3

### ACHE/ACCS Open Educational Resources Grant Proposal Evaluation Rubric

Category	Possible Points				Score	Reviewer Comments
<b>Project Description</b> (Goals and Scope of the Project)	None Provided <b>0</b>	Poorly Conceived or Conveyed; Does Not Meet Grant Requirements <b>1 – 2</b>	Well-Conceived and Adequately Described; Meets Grant Requirements <b>3 – 4</b>	Thoroughly Conceived and Clearly Described; Meets Grant Requirements <b>5</b>		
<b>Action Plan</b> (Roles and Responsibilities of Team Members)	None Provided <b>0</b>	Poorly Developed <b>1 – 2</b>	Sufficiently Developed <b>3 – 4</b>	Fully Developed <b>5</b>		
<b>Institutional Support</b> (Financial, Clerical, Artistic, Technical, Research, etc.)	None Evident <b>0</b>	Minimal <b>1 – 2</b>	Sufficient <b>3 – 4</b>	Strong <b>5</b>		
<b>Plan for Sustainability</b> (Maintenance, Update, and Enhancement)	None Provided <b>0</b>	Poorly Developed <b>1 – 2</b>	Partially Developed <b>3 – 4</b>	Fully Developed <b>5</b>		
<b>Budget</b> (Detail, Reasonableness, Realism, Efficiency, Sufficiency, Equitable Distribution)	None Provided <b>0</b>	Poorly Developed <b>1 – 2</b>	Adequately Developed <b>3 – 4</b>	Fully Developed <b>5</b>		
<b>Collaboration</b>	None Planned <b>0</b>	Within a Department or Division <b>1 – 4</b>	Across an Institution <b>5 – 8</b>	Between Institutions <b>9 – 10</b>		
<b>Project Impact</b> (Priority Courses, Students Impacted, Expected Savings)	Insignificant <b>0</b>	Minimal <b>1 – 4</b>	Moderate <b>5 – 8</b>	Significant <b>9 – 10</b>		
<b>Total Points</b>						

Overall Reviewer Comments, Questions, Concerns, or Feedback to Proposer: