

Open Policy and Open Educational Resources Implementation Checklist

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Make the case for “open”

- Quality: Peer reviews and wide visibility drive real quality
 - Don't use price as a proxy for quality
 - Open materials can be further improved or updated by others
- Affordability: Many students can't afford textbooks
 - Cost of distributing digital, open materials is essentially zero
 - Public should have access to publicly-funded materials
- Adaptability: Digital, open content gives faculty options
 - Faculty are free to adapt open materials to best suit the needs of their students

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Build on existing goals

- Example:
 - Original goal: Increase access and completion
 - Adapted goal: Increase access and completion by providing high quality, affordable, openly licensed educational resources.

Build on existing success:

- ?WA CTCs have a history of sharing content through system courses and “pooling” enrollments.

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Look for policy opportunities:

- Recent state legislation has laid the foundation for open textbooks in Washington.
 - Example 1: [SSHB1946](#) – “(v) Methods and open licensing options for effectively sharing digital content including but not limited to: Open courseware, **open textbooks**, open journals, and open learning objects...”
 - Example 2: [SSHB1025](#) – “Faculty consider the least costly practices in assigning course materials, such as adopting the least expensive edition available, adopting free, **open textbooks** when available...”
 - Example 3: [SBCTC Strategic Technology Plan](#) – “...using open educational resources – and contributing to them – requires significant change in the culture of higher education. It requires thinking about content as a common resource that raises all boats when shared (p.11).”
 - Example 4: [SBCTC Open Policy](#) – “All digital software, educational resources and knowledge produced through competitive grants, offered through and/or managed by the SBCTC, will carry a Creative Commons Attribution License (CC BY).”