Policy: 462 Instructional Material Access and Affordability

Effective: TBD

1. Definitions
   a. Course marking is the act of assigning specific attributes (e.g. LOWMAT, LOWCOST, NOMAT, NOCOST) to course sections that help students quickly identify important information and make informed decisions at the time of registration.
      i. Low-Cost Course Materials (LOWMAT) - This course uses a conventional textbook or software but requires less than $75 in cost for required course materials.
      ii. Low-Cost Open Educational Resources (LOWCOST) is a course that uses free Open Educational Resources (OER) to eliminate conventional textbook costs but requires less than $75 for required course materials.
      iii. No Course Materials Required (NOMAT) is a course that does not require any course materials.
      iv. No Cost Open Educational Resources (NOCOST) is a course that uses free Open Educational Resources (OER) or free textbook alternatives and does not require the purchase of a textbook.
   b. Open Education Resources (OER) are teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others.
2. Guidelines
   a. NDUS institutions shall develop and implement a policy or procedure to increase access and affordability of instructional materials for all students. The policy or procedure shall include:
      i. Resources and support to help faculty ensure all instructional materials are relevant and accessible for all students, especially students who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet, etc.)
      ii. Policies that minimize the cost of instructional materials for students while maintaining the quality of education, the academic freedom, and responsibility of faculty and students, and the recognition that the average cost of instructional materials is higher in certain disciplines, and some disciplines require higher cost materials which are used over multiple terms or throughout an entire program.
      iii. Professional development opportunities for faculty and staff related to the discovery, adoption, and use of OER and other affordable institutional materials.
      iv. Strategies to support faculty adoption, adaptation, and/or use of OER in other affordable instructional materials.

  v. Course marking processes at the time of course schedule releases that indicate the cost of instructional materials in course sections that are reliably low-cost, no cost, no course materials required, or open educational resources, as defined in this policy.

  vi. Course marking processes that at the time of course schedule releases indicate course sections that reliably require the purchase of any access codes for instructional materials.

  vii. Strategies with measurable goals for improving and using readily available and relevant OER or other low-cost instructional materials.

  viii. Encourage faculty to be intentional in the selection and use of instructional materials, including ongoing review and reconsideration of required materials.

  ix. Inclusion of efforts to increase access and affordability of instructional materials as part of tenure and promotion processes.

  x. Other elements as determined by the institution.

b. Aggregate statistics of OER courses marked within the student information system will be publicly available on the SBHE dashboard.

1.   Definitions

    a. Automatic Charge is an additional course fee automatically charged to a student by an institution or entity authorized by the institution for the purpose of providing access to instructional materials. Special course fees as defined in Board policy V.R. are not considered automatic charges for instructional materials.

    b. Course Marking is the act of assigning specific attributes (e.g., letters, numbers, graphic symbols, colors, etc.) to course sections that help students quickly identify important information and make informed decisions at time of registration.

    c. Instructional Materials are print or digital media used to support access to knowledge. Books, articles, lab manuals, study guides, software, subscriptions, modules, multimedia, assessments, assignments, courseware, and full courses are common examples of instructional materials.

    d. Cost is the consistent total list price for the faculty-preferred format of all required instructional materials in a single course or course section for one term and shall be qualified as follows:

        i.   "Zero cost" means a total list price of $0.
        ii.   "Very low cost" means a total list price of $1-$30.
        iii.   "Low cost" means a total list price of $31-$50.
        iv.   "Mid cost" means a total list price of $51-$100.
        v.   "High cost" means a total list price of more than $100.

    e. Open Educational Resources (OER) are teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others.

2.   Institution Plans for Instructional Material Access and Affordability

    a. Each institution shall develop and implement a plan to increase access and affordability of instructional materials for all students.

    Plans shall include the following elements:

        i.   Resources and support to help faculty ensure all instructional materials are relevant and accessible for all students, especially students who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).
        ii. Policies and/or strategies that minimize the cost of instructional materials for students while maintaining the quality of education, the academic

freedom and responsibility of faculty and students, and the recognition that the average cost of instructional materials is higher in certain disciplines, and some disciplines require higher cost materials which are used over multiple terms or throughout an entire program.

iii. Professional development opportunities for faculty and staff related to the discovery, adoption, and use of OER and other affordable instructional materials.

iv. Strategies to support faculty adoption, adaption, and/or use of OER and other affordable instructional materials.

v. Programs, incentive structures, or other strategies to encourage and support faculty to publicly share OER developed for their own courses.

vi. Course marking processes at the time of course schedule releases that indicate the cost of instructional materials in course sections that are reliably zero cost or very low cost, as defined in this policy.

vii. Course marking processes at the time of course schedule releases that indicate course sections that reliably require the purchase of, including an automatic charge for, any access codes for instructional materials.

viii. Strategies with measurable goals for improving and using readily available and relevant OER or other very low cost instructional materials in common-indexed courses as articulated in Board Policy III.N.6.b., including dual credit courses.

b. Plans may include the following elements:

   i. Course marking that indicates the cost of instructional materials in course sections at time of registration that are low cost, mid cost, and/or high cost, as defined in this policy.

   ii. Strategies with measurable goals for improving and using readily available and relevant OER or other affordable instructional materials in non-common-indexed courses.

   iii. Policies or procedures that encourage faculty to be intentional in selection and use of instructional materials, including ongoing review and reconsideration of required materials.

   iv. Inclusion of efforts to increase access and affordability of instructional materials as part of tenure and promotion processes.

   v. Other elements as determined by the institution.

c. Institutions shall submit their initial plans to the Board Office for review and feedback by June 1, 2022. Institutions shall regularly review and update their plans as needed.

d. Institutions shall submit to the Board Office a report on the implementation and outcomes of their plans annually. The format and requirements of this annual report shall be determined by the Executive Director or designee.

Oklahoma State Regents for Higher Education

OER Mission and Vision Statement:

MISSION: Open educational resources (OER) will equip the Oklahoma State System for Higher Education and Oklahoma institutions to create opportunities for diverse, equal and collaborative knowledge creation and dissemination for students through no-cost, openly-licensed materials.

VISION: OER use will become a standard across the Oklahoma State System of Higher Education, with all stakeholders understanding the positive impact it makes on students, and working together to cultivate OER development and advocacy locally, nationally, and globally so that OER may impact all learners no matter their situation.

Affordable Learning Georgia

MISSION: Affordable Learning Georgia promotes student success and fosters educational equity through supporting the adoption, adaptation, and creation of affordable and open educational resources by USG faculty and professional staff.

VISION: Affordable, accessible, high-quality educational resources for every USG student in every course.

Guiding Principles:

Students First. All of Affordable Learning Georgia's programs and strategic goals ultimately exist to serve the students of the University System of Georgia, assisting the system with fulfilling the vision of a more educated Georgia. Both our time and resources are dedicated to USG students.

Academic Freedom Matters. Affordable Learning Georgia aims to support – but not mandate – USG faculty and staff in making USG courses as affordable as possible through creation, adaptation, and implementation of affordable resources. We always operate from a position of faculty choice and academic freedom.

Good Work Takes Time. The processes of discovering, revising, remixing, creating, and hosting new educational resources all require time. In a world of increasingly intense faculty workloads, ALG does not expect this work to happen at a scale aligned with our vision without supporting the extra time required to complete it.

Open to All. University System of Georgia students, faculty, and staff come from a wide range of backgrounds. Putting our students first means striving to keep diversity, equity, and inclusion in mind by designing our programs and educational materials to be inclusive and accessible to all whenever we can.

University of Texas System Priority Areas:

Following Guidance from the UT System and institutional executive leadership, four priority areas have been selected as springboards from which to act on the UT System Affordable Learning Accelerator Task Force report findings and recommendations:

1. Implementing best practices on OER and course materials disclosure;
2. Incentivizing faculty knowledge of and engagement with OER in teaching;
3. Developing a system-wide approach to how institutions work with commercial publishers on course materials and learning resources; and
4. Identifying shared metrics that allow us to measure OER impact on ROI, student success, and other measures.

Source: https://www.utsystem.edu/sites/moer

Mentimeter Activity

https://www.menti.com/alfid7jqq814