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# Articulation Issues

## San Diego Miramar College

### Open Educational Resources, Transferability, Articulation and Affordability

- Find Out More -

Open Educational Resources are educational materials and resources offered freely and openly and are usually released under some license such as Creative Commons or others. Some resources must be used in their original form, while others can be modified and redistributed.

Open Educational Resources may include:

- Textbooks (e-books and hard copies).
- Course Material - course readings, videos, podcasts and other learning content.
- Tools to support the development, delivery, and use of open learning content.



The OER experience can vary from:

- ➡ Accessing a few articles or videos...
- ➡ Utilizing several chapters from different sources...
- ➡ Using an entire textbook for your class or all sections of a course...
- ➡ Making your own OER materials (videos or textbook)...



There are several very talented faculty members at Miramar College who are actively using and developing a variety of OER materials for their coursework. Please feel free to contact them if you had any questions about OER usage.

The Faculty Members are....

- Anne Gloag ([agloag@sdccd.edu](mailto:agloag@sdccd.edu)) – Blackboard Course Shells, 'Open Stax' course Textbooks for Math courses.
- Duane Short ([dshort@sdccd.edu](mailto:dshort@sdccd.edu)) – Multiple modes of class materials for Business course.
- Alex Mata ([amata@sdccd.edu](mailto:amata@sdccd.edu)) – Articles and multiple modes of class materials for Communications course.
- Laura Gonzalez ([lagonzal@sdccd.edu](mailto:lagonzal@sdccd.edu)) – Collaborative creation of multi-authored Anthropology textbook.
- Jason Librande ([ilibrand@sdccd.edu](mailto:ilibrand@sdccd.edu)) – Creator of online lecture slide and video materials for General Biology.



**GE Transferability (Policy Updated Nov. 2016)** Proposed courses should include at least one textbook. Reviewers use representative text as a way to confirm their understanding of course content. It's understood that the instructor in a given semester may choose a different text, but the proposed one is still given close attention. It's expected that the structure of the text will be consistent with the course outline. Including additional reading is a good way to demonstrate that multiple points of view will be evaluated, as a means of developing critical thinking. Texts don't need to be published in hard copy. **The UC's and CSU's welcome the use of online texts and other Open Educational Resources, so long as the resource is a stable, bona fide textbook, and just a collection of links to lecture notes or other web pages.**

#### Notes Regarding Course-to-Course Articulation

- CSU and UC campus departments consider the content of textbooks when reviewing course-to-course articulation proposals and course outlines of record (COR) from the California Community Colleges (CCC).
- The use of online texts is reviewed by UC campuses on a case-by-case basis for articulation with the CCCs. Texts, both online and traditional, must be dated within seven years for most course submissions.

#### OER Websites

- SDCCD - <http://sdccdolvid.org>

# Articulation Issues

## Regulatory Requirements—Title 5

### *Units §55002(a)2B*

*The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.*

### *Intensity §55002(a)2C*

### *Level §55002(a)2G*

*The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.*

*The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.*

# From ASCCC, “The Course Outline of Record”

The quality and quantity of required reading assignments and instructional materials need to reflect these standards. The overall breadth of required reading must be appropriate to the units being assigned for most students. Units are a time-based factor and most people read at varying speeds, which is somewhat dependent upon the student’s current development level, so a pre-collegiate level course could expect to serve slower readers than a transfer-level course. Therefore, the volume of reading assignments can vary as can the difficulty level with the same number of units being applied.

There will be many cases where required instructional materials in and of themselves do not meet these standards, but a well-integrated outline will demonstrate how these materials will lead to learning that meets the standards. For example, an integrated course objective will clearly define learning when and how to properly use safety equipment such as eye goggles, but the required goggles outside of this context do not address these standards.

# Articulation Issues

## Details Required on the COR

**Name:** [Principles of Economics](#)

**ID:** [69619d2b-68f0-44b0-b074-a9b2bf90b2c6@11.345](#)

**Language:** English (English)

**Summary:** *Principles of Economics covers the scope and sequence for a two-semester principles of economics course. The text also includes many current examples, including; discussions on the great recession, the controversy among economists over the Affordable Care Act (Obamacare), the recent government shutdown, and the appointment of the United States' first female Federal Reserve chair, Janet Yellen. The pedagogical choices, chapter arrangements, and learning objective fulfillment were developed and vetted with feedback from educators dedicated to the project. The outcome is a balanced approach to micro and macro economics, to both Keynesian and classical views, and to the theory and application of economics concepts. Current events are treated in a politically-balanced way, as well. **Note:** Principles of Economics PDF and web view versions have been updated to include current FRED (Federal Reserve Economic) data.*

**Subjects:**

**Keywords:**

**Print Style:** CCAP Economics

**License:** [Creative Commons Attribution License \(by 4.0\)](#)

**Authors:** OpenStax Economics

**Copyright Holders:** OpenStax Economics

**Publishers:** OpenStax Economics

**Latest Version:** 11.345

**First Publication Date:** [Jan 02, 2014](#)

**Latest Revision:** Feb 07, 2017

**Last Edited By:** OpenStax Economics

# Articulation Issues

## Details Required on the COR

Instructional faculty may choose to keep the existing traditional textbooks in the “textbook” field of the course outline of record since the list of representative textbooks include a main textbook that is a commonly accepted. The OER could be listed in another dedicated field of the outline along with a link (if available).

### *Examples:*

*Principles of Economics. OpenStax Economics. Jan. 02, 2014. Latest Revision Feb. 07, 2017  
Licensed under a Creative Commons Attribution License 4.0.*

*OpenStax, Biology. OpenStax CNX. Oct 21, 2016 <http://cnx.org/contents/185cbf87-c72e-48f5-b51e-f14f21b5eabd@10.61>. Licensed under a Creative Commons Attribution 4.0.*

*Another example on [Cool4Ed.org](http://Cool4Ed.org) shows a university syllabus for a history course that refers to a link:*

\* Textbook: *U.S. History* (OpenStax College, 2015) – This is a PDF file available on Canvas. To order a print copy, see: <https://openstaxcollege.org/textbooks/us-history>