Open Education Resources (OER)

UC / CSU Articulation using Open Education Resources

From UC's perspective, it is fine to use assembled materials or OER so long as they are stable and publicly available as published textbooks.

Dear Colleagues,

We continue to receive questions about the use of OER (Open Educational Resources) and if/whether this will impact articulation. I've consulted with Alison Wrynn at CSU. CSU and UCOP are in agreement that:

Open Educational Resources (OER) Textbooks:

- · *There has been no change on this issue: for CSU and for UC, it's fine to use assembled materials or Open Educational Resources, so long as they're stable and publicly available as published textbooks (and not a list of links).*
- · *All CSU and UC campus departments consider the content of textbooks when reviewing articulation proposals from the CCCs. The use of online texts is reviewed by campuses on a case-by-case basis for articulation with CCCs.*
- · *There are multiple CCC courses that use online texts that are approved for CSU- and UC-transferability, and for articulation with CSU and UC campuses.*
- · *Some CSU and UC campus departments use online texts themselves.*

Sincerely, Nancy Purcille

How to write it on the COR

Textbooks:

TITLE, PUBLISHER, PUBLICATION DATE, REVISION DATE

FROM San Diego Miramar College presentation

GE Transferability (Policy updated 11/2016)

Proposed course 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 section may choose a different text, but the proposed one is still given close attention. It is 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 done' 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 not 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 viewed 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.

Luckily for Florence, the Duke of Milan caught the plague and died in 1402. Then, between 1408 and 1414 Florence was threatened once again, this time by the King of Naples, who also died before he could successfully conquer Florence. And in 1423 the Florentine people prepared for war against the son of the Duke of Milan who had threatened them earlier. Again, luckily for Florence, the Duke was defeated in 1425. The Florentine citizens interpreted these military "victories" as signs of God's favor and protection. They imagined themselves as the "New Rome" — in other words, as the heirs to the Ancient Roman Republic, prepared to sacrifice for the cause of freedom and liberty.

The Florentine people were very proud of their form of government in the early fifteenth century. A republic is, after all, a place that respects the opinions of individuals, individualism was a critical part of the Humanism that thrived in Florence in the fifteenth century.

Additional resources:

Tour: The Early Renaissance in Florence (from the National Gallery of Art)

The artist's life

Smarthistory images for teaching and learning:

More Smarthistory images…

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