



Washington State Student Completion Initiative Open Course Library (2010-2011) Guidelines for Faculty Designers

Student Completion Initiative Overview

The Student Completion Initiative, funded by the Bill and Melinda Gates Foundation and the Washington State Legislature will support new and promising efforts to improve access and completions for low-income young adults in Washington state over the next three years. The \$5.521 million grant will help break down key barriers to student completion in the community and technical college system by funding three projects:

- **Open Course Library** **\$1,801,000** **(Project Director: Cable Green)**

 - Expanding access and success in 81 high-enrollment courses by lowering textbook costs for students, providing new resources for faculty, and improving course completion rates.
 - College faculty and staff will be funded over two years to design 81 digital courses for face-to-face, hybrid and/or online delivery.

- **Re-Thinking Pre-College Math** **\$1,970,000** **(Project Director: Bill Moore)**

 - Improving student completions in pre-college mathematics courses and their success in college-level math classes.
 - 6 to 8 College math departments will be funded over a three year period to make substantive changes in their pre-college math programs and instructional practices.

- **I-BEST for Developmental Education** **\$1,750,000** **(Project Director: Tina Bloomer)**

 - Models are to extend the pathways developed in currently approved I-BEST programs that are at least two quarters in length (with the possible addition of a “green economy” pathway).
 - \$80,000 total per college per grant year for ten colleges (\$160,000 maximum over two years).

Timeline

January 4, 2010	Release grant to colleges
January 11 & 15	Bidder’s Conferences: 2 ITVs: morning and afternoon; 2 Elluminate sessions with archive feature
February 17	Grant proposals due to SBCTC
February 22 – March 3	Evaluation committees meet, make funding recommendations
March 17-18	SBCTC meeting, grants approved
Spring Quarter 2010	Selected colleges, faculty and staff begin projects

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Project Details: <http://opencourselibrary.wikispaces.com>

Who can submit a proposal?

Public community and technical colleges in Washington State can apply.

Grant Duration: 14 months (Spring 2010 through Spring 2011).

Amount: \$15,000 per course for 81 courses + \$1,000 per course to provide eLearning Director support of faculty designers ([budget on wiki](#)).

What is the goal of this project?

The Open Course Library project is the implementation of recommendations from the [Strategic Technology Plan](#): Guiding Principle #7: we will cultivate the culture and practice of using and contributing to open educational resources.

[The goal of the Open Course Library project is to](#) design 81 high enrollment, gatekeeper and pre-college courses for face-to-face, hybrid and/or online delivery, to improve course completion rates, lower textbook costs for students, provide new resources for faculty to use in their courses, and for our college system to fully engage the global open educational resources discussion.

College faculty and staff will be funded over 15 months to design 81 courses. Each faculty member or team of faculty will design one course, supported by online collaboration resources, scheduled meetings, a project manager, and a group of college support experts including: Librarians, Instructional Designers, Institutional Researchers, ADA / Disability Directors, Global Citizen / Multicultural experts, and eLearning Directors.

What are the details for submitting a proposal?

SBCTC recommends grant applicants type their responses first in a word document and then copy / paste your responses into the application. Please note the application only accepts text – no formatting, charts, graphs or images.

1. **Applications are due no later than 11:30p.m. on Wednesday, February 17, 2010.** Late applications will not be accepted.
2. Applications must be submitted electronically to the State Board for Community and Technical Colleges (SBCTC) through the Online Grants Management System ([OGMS](#)).
3. All applications from each college must be approved by the Vice President of Instruction (VPI).
4. Once approved by the VPI, college grant applicants will work with the college OGMS security contact to receive access to, complete, and submit their application in OGMS. A list of college security contacts can be found here: <http://apps.sbctc.edu/OnlineGrants/Resources.aspx>
5. **If you (or your team) are applying to design more than one course, you will need to submit a separate application for each course.**

6. If applications are being submitted as a team, the team lead must complete and submit the application.
7. See additional details in the "Important Information" section.
8. If you have questions on the **application or approval process**, please contact Lynette Anderson at 360-704-4315 or landerson@sbctc.edu.
9. For overall questions about the Open Course Library **project**, please contact Dr. Cable Green, SBCTC eLearning Director, at 360-704-4334 or cgreen@sbctc.edu.

What is the process for selecting and funding proposals?

The SBCTC will use a competitive process to select grant participants.

- Proposals will be reviewed by selection committees comprised of college faculty and staff:
 - Faculty course designers will be selected by Vice Presidents of Instruction, system faculty and eLearning Directors.
 - Librarians (for both support librarians and the librarian to design the "Research for the 21st Century" course) will be selected by a committee of librarians chosen by the Library and Media Directors Council.
 - Instructional Designers will be selected by a committee to be selected by the Instruction Commission.
 - Institutional Researchers will be selected by a committee to be selected by the WARP executive committee.
 - ADA / Disability Directors will be selected by a committee to be selected by representatives from the Student Services Commission and the Disability Support Services Council.
 - Global Citizen / Multicultural Experts will be selected by a committee to be selected by representatives from the Student Services Commission and the Multicultural Student Services Directors Council.
- The selection committees will:
 - Meet on an ITV conference to discuss the applications and select the winning applicants.
 - Select two "alternate" faculty (or faculty team) for each course.
 - Select two "alternates" for each support expert role.
- Colleges may receive feedback and questions related to the selection committee review.
- Colleges will be notified of final funding decisions no later than March 18, 2010, after the State Board approves the grant awards.

Important Information

- Matching funds are not required.
- Travel expenses for grant participants will be reimbursed by SBCTC. Travel expenses do not need to be included in the applicant's grant budget. SBCTC will provide instructions on travel reimbursement procedures to approved grant participants.
- If a team (i.e., multiple faculty) is selected to design a course, travel expenses will be paid for all members of the team, but the \$15,000 grant for the design of the one course will be split among the faculty team members as determined by the "lead" college.
- One grant application must be submitted per applicant or team for each course the applicant or team wishes to redesign.
 - An individual faculty member may apply to redesign one course.
 - A team of faculty may apply collectively to design one or multiple courses (multiple courses = multiple applications).

- If a team of faculty is applying to design a course, the team must identify the “lead” faculty designer.
 - The “lead” faculty designer fills out and submits the application.
- If a team is comprised of faculty from more than one college, the lead college will act as the fiscal agent for the grant. The application must be submitted by the lead college. Applicants should work closely with their college budget office prior to application submission.
- Grant funds will be paid from SBCTC to the colleges. How the college chooses to work with faculty and the support experts is up to the hiring college. (If a grant is awarded to a team comprised of faculty from multiple colleges, grant funds will be paid to the team lead’s hiring college. SBCTC will not be involved in those local discussions.) For example, some colleges may choose to buy release time for faculty / staff, while some colleges may choose to provide stipends.
- Payment of [grant funds](#) from SBCTC to colleges will be linked to successful completion of course design work that meets [project deadlines](#).
- If a grant participant is unable or unwilling to meet the [timeline](#) in the Open Course Library project, SBCTC reserves the right to work with the Instruction Commission to replace that participant with another qualified (alternate) candidate.
- All courses will be released under a [Creative Commons Attribution 3.0 license](#).

Selection Criteria: The grant is competitive and will seek the best candidates.

Selection Criteria for All Applicants:

- Are leaders in their respective fields.
- Have success working collaboratively with faculty on course design projects.
- Have experience using digital content and/or digital technologies to enhance learning in face-to-face, hybrid and/or online course(s).
- Have knowledge of or experience with using others' open resources and/or sharing their own digital content.
- Have incorporated innovative pedagogical approaches into their course(s) or have assisted others in doing so.
- Agree that the content they produce is collectively owned by the Washington Community and Technical Colleges and will be given away to the world under open [creative commons licensing](#).
- Have the support of their Vice President of Instruction to fully participate in this project.
 - The VPI will sign off on all grant applications.

Selection Criteria for Faculty Course Designers:

- Full-time and part-time, tenured and non-tenured faculty are welcome to apply.
- Currently teach (and/or have taught the course this past academic year) the course they are applying to design.
- Commit to adopting and teaching the course they design (assuming the faculty is assigned to teach the course).
- Have the support of their VPI to design the course, teach the course during Winter 2011, and then evaluate and re-design the course.
 - If the course is not offered at the college in Winter 2011, the course will be taught the next quarter the course is offered and the faculty designer is assigned to teach that course.
- Have taught effectively in face-to-face mode and not exclusively online (well-rounded).

- Have actively participated in curriculum development; having designed from scratch or redesigned one or more courses.
- Show evidence of appreciating active-learner strategies in designing a course; encourages interactivity between students and teachers and between students and students.
- Agree to get feedback on their course design plan with at least two other system faculty, in their discipline, during the design process.
- Agree to work with an instructional designer throughout the design process and to modify the course design, as needed, to meet instructional design best practices in the [Quality Matters](#) rubric.
- Agree to create courses that meet the highest standards of transferability to Washington Universities
- Agree to work with Librarians to (a) identify relevant, high quality instructional materials (open content, open textbooks, commercial content, existing library resources, etc.) for use in the course, (b) weave information literacy skills throughout the course, and (c) copyright clear materials where ever possible.
- Agree to identify low cost, high quality instructional materials (textbook, course pack, links to web resources, or other) for use in the course.
 - Cap on required instructional costs for each course <\$30.
- Agree to work with ADA / Disability Directors and instructional designers to ensure the entire digital course is ADA 508 / W3C compliant and employ best practices in universal design in learning principles.
- Agree to work with Global Citizen / Multicultural Experts to design curriculum that includes global citizenship themes appropriate to the course content and weave critical perspectives throughout the course.
- Agree to work with eLearning Directors to (a) select technology tools that can be easily accessed and shared, (b) produce digital content in [open, modular formats](#), and (c) think through how digital, networked technologies and content might affect pedagogical options.
- Agree to work with the Institutional Researchers to find out what, if anything, we can learn from system-wide data about these courses that might positively affect the design of the course.
- Agree to integrate the following common "global outcomes" throughout the course design: problem solving, writing, speaking, critical thinking, cultural literacy / competency (supported by global citizen / multicultural experts), information literacy (supported by librarians), and use of technology (supported by eLearning Directors).
- Agree to follow the project time line and to complete the finished course no later than Spring 2011.

Additional Information for Faculty:

- Preference will be given to math faculty, applying to design Elementary or Intermediate Algebra, who are either part of the "Developmental Math Reform" project – or are willing to work closely with that project.
- "Introduction to Statistics" and "Human Anatomy and Physiology" faculty will have the option to also work on [Carnegie Mellon University Open learning Initiative](#) courses with the same titles. Additional funding and travel funds will be available for those two faculty (or faculty teams).

Expectations of Grant Participants

Expectations of All Applicants:

- Attend "all-hands" project meetings and the discipline team meetings.
- A project manager will meet periodically with all faculty and support teams to track progress and provide assistance. Attendance at these feedback meetings is required.
- Agree to take Elluminate training (if they have not already done so). Many team and project meetings will use Elluminate.
- Learn to locate, evaluate, remix, and integrate global, open educational content, best practices and outside experts into the 81 courses.
- Share with each other. The support experts (librarians, etc.) will also share their professional development materials online so the faculty designers can access the information anytime.

Expectations of Faculty Course Designers:

Each faculty member (or team of faculty) will design one digital course (syllabus, curriculum, instructional materials, formative and summative assessments, surveys, grading rubric, cover letter describing tips and tricks of how to teach the course, etc... in short – a complete course), supported by online collaboration facilities, scheduled meetings, and a group of support experts including: Librarians, Instructional Designers, Institutional Researchers, ADA / Disability Directors and eLearning Directors.

- **Work with at least two other system faculty**, in their discipline, who are not part of the grant project, during the design process... to get feedback on the course design and content.
- **Share resources and ideas** with all members of the project.
- **Work with Instructional Designers** throughout the design process and to modify the course design, as needed, to meet instructional design best practices in the [Quality Matters](#) rubric.
 - Design frequent, formative assessments throughout the course.
 - Create student centered learning outcomes that match the curriculum and the assessments.
 - Create courses that meet the highest standards of transferability to Washington Universities.
- **Integrate “Global Outcomes”** into their course design.
 - Many colleges in the Washington State Community and Technical College system refer to college-wide learning outcomes as “global outcomes.” Global outcomes are those outcomes all students are expected to achieve prior to or upon completion of their programs of study. Global outcomes are the core knowledge, skills and abilities needed to succeed in a world that demands flexibility and continuous learning.
 - All faculty agree to design into their course the following common “global outcomes:” critical thinking, problem solving, writing, speaking, cultural literacy / competency, information literacy (explicitly supported by the librarians), and use of technology.
- **Work with Librarians** to (a) identify relevant, high quality instructional materials (open content, open textbooks, commercial content, existing library resources, etc.) for use in the course, (b) weave information literacy skills throughout the course, and (c) copyright clear and/or use open educational materials where ever possible.
- **Identify low cost, high quality instructional materials** (textbook, course pack, links to web resources, or other) for use in the course.
 - Cap on required instructional costs for each course = \$30.
 - "What if there are no high quality open textbooks for my course?"
 - Build a course pack.
 - Remix multiple open textbooks and form a new one.

- Work with librarians to use existing library materials.
 - Scratch the idea of a textbook and use other digital learning materials and activities.
 - Work with commercial publishers to get them to reconfigure their materials into < \$30 ... Cengage, Pearson and McGraw Hill (& many other publishers) are interested.
- **Work with ADA / Disability Directors** and instructional designers to ensure the entire digital course is ADA 508 / W3C compliant and employ best practices in universal design in learning principles.
- **Work with Global Citizen / Multicultural Experts** to design curriculum that includes global citizenship themes appropriate to the course content and weave critical perspectives throughout the course.
- **Work with eLearning Directors** to (a) select technology tools that can be easily accessed and shared, (b) produce digital content in open, modular formats, and (c) think through how digital, networked technologies and content might affect pedagogical options.
 - If the faculty member designs the course outside of a learning management system (e.g., ANGEL or Blackboard), the design must use the LMS as an anchor for authentication and the gradebook... so existing business processes can be used where the course is adopted.
 - Experimenting outside of the LMS is welcome and encouraged. For example:
 - Statistics, French, Logic or Economics faculty members might want to use one of these open Carnegie Mellon courses as part of their course designs.
 - Faculty might want to use parts of a media-rich course offered by the Monterrey Institute for Technology and Education.
- **Work with the Institutional Researchers** to find out what, if anything, we can learn from system-wide data about these courses that might positively affect the design of the course.
- **Design the course, teach the designed course, and then evaluate and re-design the course** per the project timeline.

Project Timeline:

- **Spring 2010: Project Begins**
 - 2-day (in-person) meeting: **April 26-27: Vancouver Hilton (attendance required for all project participants - this is not optional)**
 - Pre-project professional development and planning.
 - Institutional Researchers examine why the 25 courses have lower than average completion rates.
- **Summer 2010: (Q1: Design)**
 - Institutional Researchers report completion rate analysis to project teams.
 - Discuss how these findings affect course design planning.
 - Faculty & support teams plan and begin designing 81 courses.
 - All-project meeting (Elluminate)
- **Fall 2010: (Q2: Design)**
 - Faculty & support teams design 81 courses.
 - All-project meeting (Elluminate)
- **Winter 2011: (Q3: Pilot)**
 - Faculty teach 81 courses.
 - If the course is not offered at the college in Winter 2011, the course will be taught the next quarter the course is offered and the faculty designer is assigned to teach that course.
 - All-project meeting (Elluminate)

Spring 2011: (Q4: Design)

- Faculty & support teams design 81 courses – what worked? what didn't work?
 - Feedback from students and faculty collected, and adjustments to the course design will be made.
- All-project meeting (Elluminate)
- **Summer 2011: Release Courses to System and World**
 - All-project (in-person) meeting.
 - Write project report.
 - What did we learn? Do what better next time?
 - Advertise the existence of the courses ... in the system, across the State, and around the world.

Fiscal Guidance: Please work closely with your budget office to develop your grant budget and budget narrative.

- **\$15,000 of the grant must be budgeted for and spent on faculty salaries and benefits.** If the application is being submitted on behalf of a team comprised of faculty at different colleges, the \$15,000 may also be budgeted in and spent on contracts and/or services for the purposes of contracting with faculty at other colleges.
- \$1,000 of the grant must be budgeted for and spent on the eLearning department's support of the course re-design project.

Budget Categories – Project Development

- **Project Development Salaries and Wages** - for staff associated with project development.
Examples include but are not limited to: faculty stipends for instructional design, a percentage of salary for an eLearning staff member providing direct support to the faculty course designer(s).
- **Project Development Benefits** - associated with salaries and wages budgeted for project development.
- **Project Development Goods and Services** – interagency agreements with other colleges if the application is being submitted on behalf of a team comprised of faculty at different colleges; eLearning goods and services in direct support of project development.
Examples include but are not limited to: computer software and hardware.
- **Project Development Contracts** – external contracts in direct support of project development.
Example: Contracting directly with faculty from other colleges (not contracting through their college).