

## The OER Degree Planning Document

The purpose of this document is to guide program teams in identifying, planning and managing the transition of a specific set of courses to open educational resources (OER). It can be helpful both in the initial planning stages, and for tracking and reporting progress.

Course Number	Either course number or course name can act as a key descriptor. Generally, course names help those outside the discipline more easily identify the course. Course numbers can provide an important clarification for scheduling or for sharing plans across institutions where common names may be used for different courses.
Course Name	
Enrollments	It is useful to capture an initial set of data that can be used to report improvements. The enrollments from the prior academic year will show the opportunity for impact, the percentage impact achieved, and allow calculations of total textbook spend.
Current Textbook Cost	Often, this field requires some judgment calls when there are different texts in use and different purchase options. We generally use the lowest used book cost available in the college bookstore, but do not consider rental cost because rentals do not allow students to retain access to the content. Often, no used book cost is available because homework access codes are required. In this case we use the new book cost. Where there are multiple book options across sections, costs can be averaged, or the college may want to track the most common selection. As this data is generally used to report savings, it is important to be clear and consistent.
OER Course Status	Is there an existing OER course? Is development underway? Is there a course planned? Is the status still tentative?
Availability of OER	Where possible, it is helpful to prescreen the existing OER to ensure that there are options for the faculty member to consider. The most common reason for a course transition to fail is that the existing OER are not sufficiently complete or mature. Regardless, if the course does not move forward successfully there is always the opportunity to identify a different course that will still fulfill the requirements for the degree.
First Term	When will the course be offered to students as an OER course for the first time?
Preferred Approach	Does the faculty member plan to create the OER for the course, adapt an existing set of resources, or adopt an existing course? Each of these options requires a different scope of timing and investment to consider in planning.
Lead Faculty	Who will take the lead in developing the course?
Notes	What special considerations does the course have? What specialized learning tools or activities might the course require? What are the opportunities? What are the risks?

Course Number	Course Name	AY15-16 Enrollments	Current Textbook Cost	OER Course Status	Availability of OER or existing courses	First Term to Offer	Preferred Approach	Lead Faculty	Notes
BUS101	Intro to Business	486	\$164.75	Underway	2 identified	Fall 17	Adopt	James Moore	Department uses a common text
ECO201	Microeconomics	684	\$210.50	Planned	3 identified	Fall 17	Adapt	Emily Jaine	Requires a replacement to MyEconLab