

Department OER Savings Report

DEPARTMENT OER SAVINGS REPORT

Mesa Community College eLearning Department

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Dr. Nora Reyes

Mesa Community College (MCC) embraces the use of open educational resources (OER). In alignment with our college mission to “create an inclusive and vibrant community where everyone is supported to achieve success,” open educational resources increase access to those who are traditionally underserved and provide clear social and economic benefits by helping to remove cost as a barrier. Additionally, through the adaptation and customization of resources, a more inclusive learning experience is provided for those from diverse backgrounds and cultures – all while allowing the creators of OER to leverage technology to create a more engaging learning experience and to collaborate with others from across the educational community.

MCC greatly appreciates those who provide support for creating and educating others about OER including instructors, instructional designers, librarians, web designers, and other professionals. Because of those involved, we are making a true difference in the lives of our students as we aspire to realize our vision to “inspire, ensure access, and empower action” with an unwavering commitment to diversity, equity, and inclusion.

OPEN EDUCATIONAL RESOURCES

One of the most widely used definitions of OER for education comes from UNESCO,

“Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video, and animation.”

This definition brings up very important distinctions in the open world, “license” and “adapt and “re-share.” This is what sets OER apart from freely available content you might find online. The content which is freely available online cannot be edited or changed to meet student needs because it is fully copyrighted and making changes to it is illegal. Additionally, content may disappear tomorrow, the link may break, or it may suddenly require a paywall.



The “open” in open educational resources refers to permissions. The most common way to talk about the activities you have permission to engage in with regard to OER is the 5Rs framework. “Open” in the context of open educational resources means that you have permission to engage in the 5R activities.

5R Activity	Description
Retain	Make and own a copy
Reuse	Use in a wide range of ways
Revise	Adapt, modify, and improve
Remix	Combine two or more
Redistribute	Share with others

Permission to engage in the 5R activities is normally granted by means of a [Creative Commons](#) license.

Resources whose copyright has expired (or that were never protected by copyright) are also OER because you have permission to engage in the 5R activities with those resources, too.



More importantly, the permission to engage in the 5R activities lasts for as long as copyright lasts, cannot be taken away, and is granted to you for free. Because you have permission to make copies of OER and share those copies with others, there will always be copies of OER content freely available.

Adapted from the work by David Wiley

NEW: HISTORY OF OER AT MCCCD

Open Maricopa (formerly, Maricopa Millions)

During the 2012/2013 academic year, then-Provost Dr. Maria Harper-Marinick requested that an ad-hoc team look into the possibility of consolidating and expanding the many OER projects across the District into a strategic and systemic district-wide initiative. Their vision, the Maricopa Millions Open Educational Resources (MMOER) Project, is intended to reduce educational costs for students while providing immediate and permanent access to learning resources. Spending less money on textbooks and materials fosters greater access to materials for students, which may enable them to stay on track with completing their courses.

The Maricopa Millions OER Project includes developing a strategic, sustainable OER infrastructure that includes awareness, professional development, OER development, and technical support, marketing, and technical structure. In order for OER to be successful at MCCCD, in 2013 an OER strategic

Over the project's initial six years, Maricopa Millions estimates that faculty across the district have saved students over \$15 million in textbook costs

by choosing to use low-cost/no-cost materials instead of costly traditional textbooks.

planning and implementation team was established, under the leadership of Lisa Young, Paul Golisch, and Alisa Cooper. Maricopa Millions is now an ongoing initiative led by the OER Steering Team, a district-wide committee that strives to include representatives from every sector of the institution and from each of the colleges.

Recently, the Maricopa Millions OER Project was provided a Faculty-in-Residence OER Coordinator position. Matthew Bloom, Scottsdale Community College English Faculty, was the first to hold this position in addition to chair of the committee. Followed by Dr. Sian Proctor, South Mountain Community College, Geology, Sustainability, & Planetary Science Faculty. In the Fall of 2021, the Project began a brand change from Maricopa Millions to Open Maricopa to align with other OER efforts around the world and current district OER work beyond the original goals of Maricopa Millions.

In 2022, the district OER initiative gained additional support, Lisa Young was appointed the first Faculty Administrator, Open Education Programs and Innovation to serve a two-year position with the option

for a one-year extension. The position reports directly to the Associate Vice Chancellor for Academic Affairs.

How the Savings are Calculated

The Maricopa Millions project estimates the cost savings using the following conservative formula by finding these factors:

- The number of sections of the top 50 high-enrollment courses offered with the No-Cost/Low-Cost course note (code 0060)*
- An estimated enrollment of 20 students per section
- An estimated textbook cost savings of \$100/student

The formula then multiplies these factors: # of NC/LC (0060) Sections X 20 Students per Section X \$100 Savings per Student
 *BOExi is used for reporting. Because 0060 coding at the class level is required and some departments across the district code at the course level, Open Maricopa has been looking for another reporting tool.

Recent Savings Estimates

District-wide Fall 2019 No-Cost/Low Cost Materials Savings

\$2,398,000

MCC Fall 2019 No-Cost/Low Cost Materials Savings

\$256,000

NEW: OER AT MCC



The Z Degree

Z Degree courses have their own unique course code to make them easy for students to filter and find in Class Search. **All Z courses should be coded 5079 (Z course) and 0060 (No cost/Low Lost) for filtering and accurate reporting.**

Riding the OER movement's momentum, Maricopa Millions' success, and Zero Textbook Cost initiatives at other colleges, Laura Ballard, eLearning Director, began funding faculty through mini-grants to develop fully online courses using resources that are either OER or free to students. The first cohort of faculty began development in Fall 2017 and the [Z Degree program at MCC](#) was born. The goal was to complete the courses in the Arizona General Education Curriculum or AGECE, allowing students to transfer a certificate to Arizona state universities. The classes leverage [Open Educational Resources](#), library databases, and faculty-developed content to forgo the need to require expensive textbooks

and publisher materials. Currently, only online courses are eligible for funding; however, the funded course content can be used to facilitate a course in another modality and also be tagged as Z Degree in the course schedule.

Now that the **AGEC and Associate in Arts, Emphasis in Communication are complete**, the next academic pathway slated for completion this year is **Anthropology**. If you are interested in adding your program to future cycles please reach out to Laura Ballard.

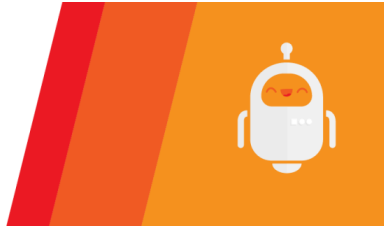
Z Degree in the News

Over the last year, the employees that make up MCC Online have been hard at work expanding the MCC's commitment to lowering the cost of the college experience for our students. Through the collaborations with departments across campus and consultations with faculty to develop Z courses and Z Degrees, these efforts have been recognized inside and outside of the institution.

2022 Articles

[\(League of Innovation\) Mesa Community College: Fully Online Z Degree in Communications Saves Students Time and Money](#)

[\(SPARC\) OER Helps Buoy Gen Ed Success at Community Colleges and Universities](#)



OER Committee

The [MCC OER Committee](#) was formed in Fall 2019 after approval from College President Rich Haney. The committee is open and is comprised of faculty and staff from across the college. The committee is sponsored by the eLearning Department. The members of the committee serve as resources to the college to answer questions about OER and actively work toward reducing the cost of learning materials for students. Feel free to reach out to any of the members with questions or join the committee.

OER Student Awareness

The OER Committee released MCC's first student awareness video. The video has been shared with all of the colleges in the district through the District OER Steering Committee and can be found on the MCC website on the [Advisement web page](#).



One or more interactive elements has been excluded from

this version of the text. You can view them online here:

<https://open.maricopa.edu/mccopenreports/?p=36#oembed-1>

PART I

OER OVERVIEW

THE BIG PICTURE

How OER Aligns with Our Strategic Goals

The foundation of open resources aligns well with the mission of MCC, to “Inspire, ensure access, and empower action.” Our MCC community believes that through this vision we can realize our mission to create an inclusive and vibrant learning community where everyone is supported to achieve success.



Mesa Community College has continually increased cost savings for students through the adoption of low cost/no cost and OER materials. It is because of the passion and dedication of faculty that OER adoption continues to increase. In a recent survey, after teaching with OER materials 83% of instructors would not return to using traditional publisher course materials (Griffiths et al., 2020). By eliminating additional course fees and

reducing costs for students we create more equitable systems for all students to grow and achieve.

Additionally, OER supports college-wide initiatives such as Guided Pathways, Mesa Promise, and strategic scheduling, with a focus on equity and access. The power of combining either of these programs with an OER pathway program, such as Z Degree, could result in substantial student savings and increased student engagement (Griffiths et al., 2020). Large college-wide initiatives are not the only place OER can be impactful. Academic departments can also write OER into their department charters. This supports academic freedom by ensuring faculty have full control over the content and material that are options for course materials. Here is a sample statement from the [OER Policy Development Tool](#),

As subject matter experts, faculty are responsible for selecting OER of equal or greater quality than commercially distributed publisher content currently available for adoption. All OER materials selected for inclusion in any course must align directly to the course outcomes as reflected on the official course outline.

Faculty are to only use materials that are published under a Creative Commons License or exist in the Public Domain. Faculty are encouraged to employ the following OER Community standards: Retain, Reuse, Revise, Remix and Redistribute.

When creating and publishing OER, the Creative Commons license shall be visibly attributed.

It is with an ambitious desire to profoundly change the student learning experience that the eLearning Department so strongly supports OER and open

pedagogy. The alignment of these initiatives can truly propel our vibrant teaching and learning community forward to achieve.

Reference

[Griffiths, R., Mislevy, J., Wang, S., Ball, A., Shear, L., Desrochers, D. \(2020\). OER at Scale: The Academic and Economic Outcomes of Achieving the Dream's OER Degree Initiative. Menlo Park, CA: SRI International.](#)

NEW: OER CONTINUUM

OER Initiative Stages

Growing OER support on campus requires buy-in from the faculty, administration, staff, and students. As such most initiatives are often referred to as “grassroots” because interests start with faculty doing the work by themselves and then getting additional support, often in the form of grants and instructional design support. Continued interest and work can be measured on a continuum. Like most work in higher education, open education is continually improving and has a built-in cycle of reflection and growth.

Startup Stage



Common Characteristics

Few Faculty & Courses, running in "pilot mode," limited leadership, support, one-off funding.

Key Challenges

Limited awareness/understanding, Tackle initial learning curve, Demonstrate value

Scaling Stage



Common Characteristics

Larger numbers of faculty & courses, tied to institutional goals, leadership support, funding strategy

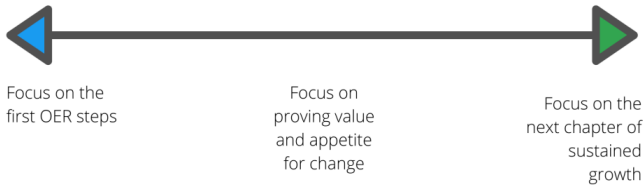
Key Challenges

Build awareness & enthusiasm, Systematic support for faculty, Sustain & institutionalize impact

Department Self-Assessment

Where is your OER initiative on this continuum?

Contact a member of the CTL, eLearning Department, or the MCC Librarians to grow your OER work within your department.



PART II

SUCCESS AND SAVINGS

ACADEMIC YEAR 20/21

Student Savings

By using no-cost/low cost, OER, and Z Courses MCC faculty saved students almost **\$400,000**.



Success Rates

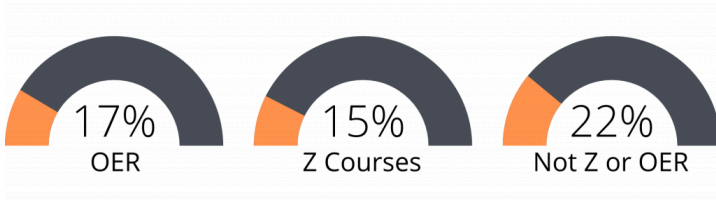
Successful (Grades A, B, C, P)

All numbers are in percentages.

Withdrawal Rates



Withdrew (Grades W, Y)



How the Numbers are Derived

The OER Committee and eLearning Department Calculated the Student Saving Numbers by using

- The [OER Adoption Impact Calculator](#) and inputting the total number of Z Degree Courses coded 5079 and Low cost/no cost courses coded 0060
- Data provided by the MCC Office of Institutional Effectiveness for Fall 2020 and Spring 2021 enrollments

NEW: ACADEMIC YEARS 2021-2022

Student Savings, Success Rates, & Withdrawal Rates

Student Savings

Thanks to all of the hard work from the faculty and staff who are committed to college OER and Z Degree initiatives we have been able to substantially increase student savings from the total last year of \$450,000. We saved students almost \$1,500,000!



\$1,500,000
IN STUDENT
SAVINGS

Help students pay \$0 for school books!

Success and Withdrawal Rates

The success and withdrawal rates only represent Internet courses. Other than cost, key features of Z courses are that they are online, 8-week courses, designed in consultation with a design team including an instructional technologist. With the completion of the Associate in Arts, Emphasis in Communication Z Degree pathway and the near completion of the Associate in Arts, Emphasis in Anthropology Z Degree pathway we have had a substantial increase in enrollment in Z courses. We have an obligation to provide better training and support for the faculty teaching the courses **and** provide more resources to track the student data so that we can ensure quality online courses and increase student success.

Definitions

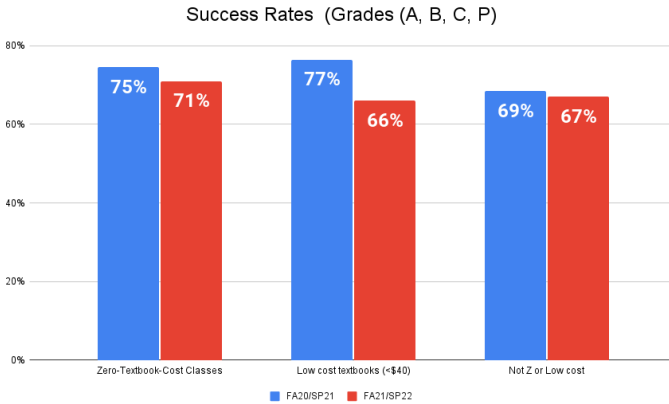
The following definitions are the definitions as they are found in the course notes in the Class Schedule for the **Zero-Textbook-Cost Classes** and **Low cost textbooks (<\$40)** course tags. This

aligns with how the data is pulled for the success and withdrawal rates. Zero-Textbook-Cost Classes can generally help students complete a Z Degree and Low cost textbooks (<\$40) may include OER courses.

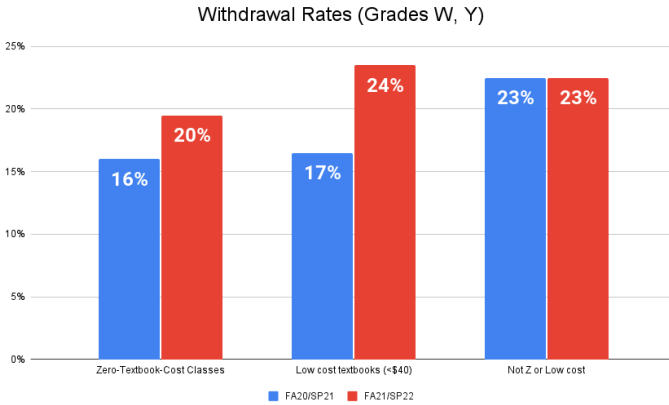
Z Course: This class is a Zero-Textbook-Cost Course, also known as a “Z Class.” You will have access to class materials online without having to purchase a textbook.

Low cost textbooks (<\$40): All textbook and course materials available at no or low cost (<\$40) – may include OER (Open Educational Resources).

Success Rates



Withdrawal Rates



How the Numbers are Derived

The OER Committee and eLearning Department Calculated the Student Saving Numbers by using

- The total number of Z Degree Courses coded 5079 and Low cost/no cost courses coded 0060 and the average textbook cost at MCC calculated to be \$153
- Data provided by the MCC Office of Institutional Effectiveness for Fall 2021 and Spring 2022 enrollments

PART III

DEPARTMENT RESOURCES

OER COMMITTEE



OER Committee

OER + You = AWESOME

Contact any OER Committee member with your questions.

Purpose Statement

Increase faculty participation in the adoption, creation, use, and adaptation of OER in order to promote student access, affordability, and success.

Members

Name/Email	Department
Annah McMahon annah.mcmahon@mesacc.edu	Reading
Anthony Griffith anthony.griffith@mesacc.edu	Reading
Dilshad Haleem dilshad.haleem@mesacc.edu	Mathematics & Computer Science
Elizabeth Atencia-Oliden eatencia@mesacc.edu	World Languages
James Bowles james.bowles@mesacc.edu	Center for Teaching and Learning
Jennifer Strickland jennifer.strickland@mesacc.edu	Center for Teaching and Learning
Kelli Wakefield kelli.wakefield@mesacc.edu	Physical Science
Laura Ballard laura.ballard@mesacc.edu	eLearning
Marji Young marjorie.young@mesacc.edu	Reading
Megan McGuire megan.mcguire@mesacc.edu	Library
Melina Priewe melina.priewe@mesacc.edu	Math
Melissa Bunte melissa.bunte@mesacc.edu	Physical Sciences
Patricia Herrera patricia.herrera@mesacc.edu	Center for Teaching and Learning
Ryan Matthews ryan.matthews@mesacc.edu	eLearning
Seth Daugherty seth.daugherty@mesacc.edu	Math
Stepanie Williams stephanie.williams@mesacc.edu	eLearning

Name/Email	Department
Zoe Luter zoe.luter@mesacc.edu	Library

NEW: OER BY DISCIPLINE

Mathematics & Computer Science	English	Communication, Theatre & Film Arts
Life Science	Reading	World Languages
Physical Science	Philosophy & Religious Studies	Discovering OERs
Nursing	Psychological Science Department	Pressbooks Directory
Exercise Science	Music	Openly licensed books in the Pressbooks Directory can be copied and adapted
Business	Counseling	
Computer Information Systems	Education Studies	
Fire Science/EMT	Social Science	
Administration of Justice Studies	Cultural Science	
Applied Sciences and Technology	Art	

Departments

Mathematics & Computer Science

OpenStax

[Algebra and Trigonometry 2e](#)

[Calculus Volume 1](#)

[Calculus Volume 2](#)

[Calculus Volume 3](#)

[College Algebra](#)

[College Algebra with Corequisite Support](#)

[Elementary Algebra 2e](#)

[Intermediate Algebra 2e](#)

[Introductory Statistics](#)

[Prealgebra 2e](#)

[Precalculus](#)

[Statistics](#)

Lumen Learning

[Beginning Algebra](#)

[Calculus I](#)

[College Algebra: Lumen Learning](#)

[College Algebra Corequisite](#)

[Concepts in Statistics](#)

[Developmental Math Emporium](#)

[Intermediate Algebra](#)

[Math for Liberal Arts: Lumen Learning](#)

[Mathematics for the Liberal Arts Corequisite](#)

[Prealgebra](#)

[Precalculus](#)

[Statistics: Diez, Barr & Cetinkaya-Rundel](#)

ZTC Textbooks

[MATH-100 – Liberal Arts Mathematics](#)

[Milne Open Textbooks](#)

[forallX: an Introduction to Formal Logic](#)

[Introduction to the Modeling and Analysis of Complex Systems](#)

[How We Got from There to Here: A Story of Real Analysis](#)

[Real Analysis](#)

[A Spiral Workbook for Discrete Mathematics](#)

[A Friendly Introduction to Mathematical Logic](#)

[Natural Resources Biometrics](#)

Life Science

OpenStax

[Anatomy and Physiology, 2e](#)

[Biology 2e](#)

[Biology for AP Courses](#)

[Concepts of Biology](#)

[Microbiology](#)

Lumen Learning

[Biology for Majors I](#)

[Biology for Majors II](#)

[Biology for Non-Majors I](#)

[Biology for Non-Majors II](#)

Milne Open Textbooks

[Microbiology: A Laboratory Experience](#)

Physical Science

Astronomy

OpenStax

[Astronomy 2e](#)

ZTC Textbooks

[ASTRON-102 – Our Solar System and Other Planetary Systems](#)

[PHYSCI-101 – Physical Science \(Laboratory Manual\)](#)

Chemistry

OpenStax

[Chemistry 2e](#)

[Chemistry: Atoms First 2e](#)

Lumen Learning

[Chemistry for Majors](#)

Engineering

Open Textbook Library

[Genetics, Agriculture, and Biotechnology](#)

[The Primacy of the Public](#)

[Engineering Statics: Open and Interactive](#)

Geology

Open Textbook Library

[Physical Geology](#)

Physics

OpenStax

[College Physics 2e](#)

[University Physics Volume 1](#)

[University Physics Volume 2](#)

[University Physics Volume 3](#)

[College: The AP Physics Collection, 2e](#)

Milne Open Textbooks

[Physics Problems for Nerds: Analyzing “nerd” culture through physics 101](#)

Nursing

Milne Open Textbooks

[Nursing Care at the End of Life: What Every Clinician Should Know](#)

[Transitions to Professional Nursing Practice](#)

[Basic Tools for Quality Improvement in Health Care](#)

[Informatics](#)

[Applications of Control Charts for Quality Improvement in Health Care](#)

Open Textbook Library

[Nursing Pharmacology](#)

Exercise Science

Open Textbook Library

[Nutrition: Science and Everyday Application – beta v 0.1](#)

[Food Studies: Matter, Meaning, Movement](#)

[Mind, Body, World: Foundations of Cognitive Science](#)

[Human Nutrition – 2020 Edition](#)

[Body Physics: Motion to Metabolism](#)

[Health Education](#)

Business

OpenStax

[Business Ethics](#)

[Business Law I Essentials](#)

[Entrepreneurship](#)

[Introduction to Business](#)

[Introduction to Intellectual Property](#)

[Introductory Business Statistics](#)

[Organizational Behavior](#)

[Principles of Accounting, Volume 1: Financial Accounting](#)

[Principles of Accounting, Volume 2: Managerial Accounting](#)

[Principles of Management](#)

[Organizational Behavior](#)

Lumen Learning

[Managerial Accountings](#)

[Business Communication Skills for Managers](#)

[Computer Applications for Managers](#)

[Concepts in Statistics](#)

[Financial Accounting](#)

[Human Resources Management](#)

[Introduction to Business](#)

[Macroeconomics](#)

[Principles Management](#)

[Principles of Marketing](#)

[Microeconomics](#)

[Organizational Behavior / Human Relations](#)

[Retail Management](#)

ZTC Textbooks

[BUS-113 – Retail Management](#)

[BUS-154 – Personal Finance – Personal Finance by](#)

[Saylor Academy \(External Link\)](#)

[BUS-211 – Business Law](#)

Computer Information Systems

Open Textbook Library

[Humans R Social Media – Open Textbook Edition](#)

Milne Open Textbooks

[Guide to Object-oriented Programming With Java](#)

Fire Science/EMT

No options were found in the searched peer-reviewed databases, options may be available via other sources.

Administration of Justice Studies

ZTC Textbooks

[ADMJUS-110-Principles and Procedures of the Justice System](#)

Open Textbook Library

[Introduction to the American Criminal Justice System](#)
[Introduction to Criminal Investigation: Processes, Practices and Thinking](#)

Applied Sciences and Technology

Milne Open Textbooks

[The Missing Link: An Introduction to Web Development and Programming](#)

English

Lumen Learning

[English Composition I](#)
[English Composition I Corequisite](#)
[English Composition II](#)
[Writing Skills Lab](#)

ZTC Textbooks

[ENG-101 – English Composition](#)

[ENG-101 – English Composition \(Grammar Guide\)](#)

Milne Open Textbooks

[Technical Report Writing Guidelines](#)

[Writing in College: From Competence to Excellence](#)

[Naming the Unnameable: An Approach to Poetry for
New Generations](#)

[Teaching Autoethnography: Personal Writing in the
Classroom](#)

[Literature, the Humanities, and Humanity](#)

Reading

Lumen Learning

[Basic Reading and Writing](#)

Milne Open Textbooks

[Steps to Success: Crossing the Bridge Between Literacy
Research and Practice](#)

Philosophy & Religious Studies

Milne Open Textbooks

[An OER Ethics Reader](#)

[A Concise Introduction to Logic](#)

Open Textbook Network

[World Religions: the Spirit Searching](#)

Psychological Science Department

Lumen Learning

[Abnormal Psychology](#)
[Introduction to Psychology](#)

ZTC Textbooks

[PSYCH-126 – Cognitive Psychology](#)
[PSYCH-172 – Developmental Psychology](#)

Milne Open Textbooks

[Instruction in Functional Assessment](#)

Music

Milne Open Textbooks

[Fundamentals, Function, and Form: Theory and Analysis
of Tonal Western Art Music](#)
[Music and the Child](#)

Counseling

OpenStax

[College Success](#)

Lumen Learning

[College Success](#)

[Lifespan Development](#)

Open Textbook Library

[A Different Road To College: A Guide For Transitioning Non-Traditional Students](#)

ZTC Textbooks

[COUNS-100 – Success Strategies for the Reentry Adult](#)

[COUNS-110 – Career/Life Planning](#)

[COUNS-111 – Introduction to College and Strategies for Success](#)

[COUNS-142 – Learning to Learn](#)

[COUNS-150 – Student Success](#)

Milne Open Textbooks

[Instruction in Functional Assessment](#)

Education Studies

ZTC Textbooks

[ECE-101 – Child Growth and Development](#)

[ECE-102 – Child, Family, and Community](#)

[ECE-103 – Observation and Assessment](#)

[ECE-104 – Introduction to Curriculum for Early Childhood Education](#)

[ECE-105 – Health, Safety, Nutrition in Early Childhood Education](#)

[ECE-106 – The Role of Equity and Diversity in Early Childhood Education](#)

Milne Open Textbooks

[The ELC: An Early Childhood Learning Community at Work](#)

Social Science

OpenStax

[American Government 3e](#)

Lumen Learning

[American Government](#)

Geography

ZTC Textbooks

[WATER-120 – Introduction to Water Systems Technology](#)

[WATER-130 – Waterworks Mathematics](#)

[WATER-131 – Advanced Waterworks Mathematics](#)

[WATER-132 – Water Supply](#)

[WATER-135 – Water Quality](#)

[WATER-140 – Water Distribution Operator I](#)

[WATER-141 – Water Distribution Operator II](#)

[WATER-150 – Water Treatment Plant Operation Processes I](#)

[WATER-151 – Water Treatment Plant Operation Processes II](#)

[WATER-160 – Wastewater Treatment and Disposal I](#)
[WATER-161 – Wastewater Treatment and Disposal II](#)

Political Science

U.S. History

OpenStax

[American Government \(2e\) by OpenStax](#)
[U.S. History](#)
[Life, Liberty, and the Pursuit of Happiness](#)

Lumen Learning

[U.S. History I](#)
[U.S. History II](#)

ZTC textbooks

[HIST-111 – United States History I – U.S. History by OpenStax](#)
[HIST-120 – Role of Women-History of US – Through Women’s Eyes](#)

Political Science

OpenStax

[Introduction to Political Science](#)

Economics

OpenStax

[Principles of Economics, 2e](#)

Cultural Science

Anthropology

ZTC Textbooks

[ANTHRO-101 – Physical Anthropology](#)

[ANTHRO-220 – Magic, Witchcraft, and Religion](#)

Geography

ZTC Textbooks

[GEOG-101 – Introduction to Physical Geography](#)

[SURV-101 – Introduction to Land Surveying](#)

Sociology

OpenStax

[Introduction to Sociology 3e](#)

Lumen Learning

[Introduction to Sociology](#)

ZTC Textbooks

[SOCI-101 – Introduction to Sociology](#)

[SOCI-102 – Introduction to Sociological Research Methods](#)

[SOCI 103 – Intimate Relationships and Families](#)

[SOCI-110 – Self and Society](#)

[SOCI-207 – Social Problems](#)

Women's Studies

ZTC textbooks

[SOCI-200 – Introduction to Women's Studies](#)

Milne Open Textbooks

[Global Perspectives on Gender](#)

Art

Open Textbook Library

[Guide to Italian art in the 1300s](#)

[Guide to Italian art in the 1400s](#)

[Guide to Byzantine Art](#)

[The Bright Continent: African Art History](#)

[American Encounters: Art, History, and Cultural Identity](#)

[Introduction to Art: Design, Context, and Meaning](#)

[Guide to Ancient Near Eastern Art](#)

[Guide to Ancient Roman Art](#)

[Guide to Ancient Greek Art](#)

[Guide to Ancient Etruscan Art](#)

[Guide to Ancient Aegean Art](#)

Communication, Theatre & Film Arts

Lumen Learning

[Public Speaking](#)

ZTC Textbooks

[COMS-100 – Process of Communication](#)

[COMS-105 – Fundamentals of Public Speaking](#)

[COMS-120 – Small Group Communication](#)

[COMS-246 – Interpersonal Communication](#)

[COMS-256 – Intercultural Communication](#)

[THEATR-186A – Technical Theatre Practicum](#)

World Languages

Lumen learning

[Introductory Spanish I](#)

[Introductory Spanish II](#)

NEW: PROFESSIONAL DEVELOPMENT AND GRANTS

Districtwide Opportunities



Mini-grants

[Maricopa Open Digital \(MOD\) Press Gold Seal](#)

Our goal is to create a robust set of Gold Seal MOD

Press textbooks and resources. To qualify for the Gold Seal, a MOD Press publication must have ALL of the characteristics found on the website.

Workshops/Webinars/Conferences

[OER Regional Conference](#)

A virtual experience inviting participants to showcase projects or ideas, learn from the community, build effective resources, and connect to an ongoing community of practice through the OERizona Network.

[MODPress Workshop Series](#)

Maricopa Open Digital (MOD) Press uses the PressbooksEDU ebook publishing platform to support students, faculty, and staff across the Maricopa County Community Colleges in the discovery, sharing, and creation of digital publications, including individually-authored and -remixed open educational resources.

MCC Opportunities

Mini-grants

[Apply for a Z Course](#)

A self-paced process in which faculty experts follow specific guidelines in order to gain the Z Course tag for their existing zero-textbook-cost course.

[Z Degree Expert Model](#)

A funded and collaborative professional development program that partners faculty experts with Center for Teaching & Learning and eLearning personnel to support the build of a zero-textbook-cost course in Canvas. Currently, we are only funding the development of invited online courses; however, if the content that is curated/developed is used in another modality, the course can be can be labeled a Z Course.

Training

[1-on-1 Sessions by appointment](#)

[Department Training by request](#)

There is a wide world of freely licensed content available online to use for your teaching & learning needs. In this session, you will review OER resources (images, video, full courses, assessments, activities, etc...) collected by our CTL experts who will assist you with how to integrate this content into your Canvas course.

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One or more interactive elements has been excluded from this version of the text. You can view them online here:

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