Introduction

BCcampus (http://www.bccampus.ca) collaborates system-wide with post-secondary institutions and partners to provide innovative technologies and services that connect students, educators and institutions.

The following values guide BCcampus in its work:

- Inter-institutional collaborative and effective working partnerships
- System wide initiatives and benefits
- A learner-centric model for learning and student services
- Excellence, innovation and continuous improvement
- Recognition that the role of post-secondary education, skills training, research and development contributes to a successful BC economy
- Life-long learning opportunities for all British Columbians
- Increased choice for learning by utilizing technology

One of the goals of BCcampus is to increase the number of post-secondary online courses, programs, resources and services available to students and educators in British Columbia. A second is to support development of professional learning resources for public post secondary educators.

Toward both these goals a $1 million dollar, 2009 Online Program Development Fund (OPDF) is being made available to BC's public post secondary institutions. Through this Request for Proposals (RFP), BCcampus invites BC public post secondary institutions to submit proposals. Due date for proposals is Friday May 29, 2009.

This is the seventh round of annual OPDF Funding. A complete listing of the previous six rounds of BCcampus OPDF funded projects mapped to BC Council on Admissions and Transfer post-secondary education field of study and subject area classification can be found on the BCcampus web site at:
http://www.bccampus.ca/Assets/2009+-+BCcampus+website+redesign/OPDF-MAP.pdf

In 2009 the Industry Training Authority (ITA) of B.C. contracted BCcampus to lead and coordinate the E-PPRENTICE initiative. Over the next three years, on behalf of the ITA, BCcampus will release a series of Request For Proposals (RFP's) to develop a flexible learning format for several trades. The first RFP for Professional Cook, Millwright, and Welding was released in Feb 2009. With the E-PPRENTICE program providing funding for trades curriculum development the 2009 OPDF will focus exclusively on academic areas outside of trades.

Overall Criteria for Funding (and checklist suggestions)

All proposals should:	Proposal Check
Be supported and approved as strategically important by participating institutions. *Proposal checklist suggestions*: Describe strategic importance of initiative including demand and need being met. Include partnering organizations	☐

letters of support. Proposal approved by and submitted through head of academic affairs.	
Involve collaboration and partnerships. *Proposal checklist suggestions*: Involve partnerships between multiple public post secondary institutions. Partner institutions state how they each will contribute to the development and use the online resource. Form business relationships with BC e-learning companies, not-for-profits, and/or professional associations for development of program proposal deliverables.	☐
Exhibit the characteristics of quality teaching and learning. *Proposal checklist suggestions:* Describe instructional design and pedagogical methods used. Utilize effective quality online learning methods.	☐
Use and develop shareable Open Educational Resources*. *Proposal checklist suggestions*: Describe open license option being used and why. Describe strategy for participating in Open Educational Resource provincially and/or globally.	☐
Create interoperable online learning resources that work across multiple Course Management Systems (CMS). *Proposal checklist suggestions*: Describe steps taken to maximize and sustain OPDF online learning resource value by making sure it operates as a minimum in Moodle, Desire2Learn and Blackboard/WebCT	☐
Demonstrate cost effectiveness. *Proposal checklist suggestions*: Development process activities are cost effective. Include contributions in dollars and/or in-kind from other sources, either internal or external (such as private partnerships).	☐

* The BCcampus Online Program Development Fund emphasizes open sharing of resources. This approach is congruent with other similar initiatives around the world including OpenCourseWare, Connexions, WikiEducator and others. The Online Program Development Fund has two license options, one for BC Commons, which creates shareable resources among BC's public post secondary institutions, and one for Creative Commons, which provides a mechanism for participating in global Open Educational Resource initiatives.

2009 Online Program Development Fund RFP Categories

The 2009 Online Program Development Fund invites proposals in three categories:
1. Courses and Learning Objects (expected allocation ~ 75% of fund)
2. Open Textbooks ~ (expected allocation ~ 10% of fund)
3. Professional Learning Resources (expected allocation ~ 15% of fund)

1.1 Courses (expected allocation ~ 60%)

BCcampus actively supports institutional and inter-institutional initiatives to develop and deliver online learning courses and programs that provide access and opportunity to all public post secondary students across the post secondary system.

The courses category of this 2009 Online Program Development Fund focuses on providing funding to increase the range and breadth of fully online courses available.

In addition to the overall criteria on page one and two of this RFP a suggested checklist for Proposals in the Course category includes:	Proposal Check
Proposals for fully online courses in an area of high student demand and/or provincial, regional, or local labour market need are preferred. Proposals should define the anticipated number of students served through this development.	☐
Preference will be given to online course proposals that increase access to BC's public higher education. Proposals that improve access to remote or rural learners, reduce the percentage of qualified student turnaways, and/or relieve waitlists are especially sought.	☐
Preference will be given to proposals involving partnerships between multiple public post secondary institutions. Partner institutions must each state how they will use the developed resource. Preference will be given to proposals that form business relationships with BC e-learning companies, not-for-profits, and/or professional associations for development of program proposal deliverables.	☐
Preference will be given to credit based online courses and proposals developing online learning courses that build out complete online programs leading to a credential. These can be new programs or programs already started but requiring additional courses to be completed. Proposals that creatively align with government priorities are particularly sought. The Ministry has expressed the following as priorities for the 2009 OPDF - Early Childhood Education; Health-related Programs; Programs aimed at Aboriginal Learners as well as learners with disabilities, mature learners and recent immigrants; Technician and Technologist Programs; Tourism and Hospitality.	☐
Funding to create online programs and courses that already exist within the BC higher education system will not be provided. To see a listing of completely online and distance public post-secondary credit courses see https://portal.bccampus.ca/coursefinder	☐
Proposals are expected to enable student access and enrollment in courses from multiple institutions including clear transfer and articulation mechanisms. Transfer and articulation agreements of 100 and 200 level courses may already exist - see BCCAT Transfer Guide http://www.bctransferguide.ca. BCcampus expects that for courses that are not now articulated but are potentially transferable, a plan should be submitted explaining how transfer will be ensured for those courses among participating institutions. The plan should involve a mechanism for sign off by institutions involved in the proposal.	☐
All courses developed through the 2009 OPDF become shareable resources through licensing agreements. The 2009 OPDF offers developers two options - Creative Commons, or BC Commons. Proposals must identify which open sharing approach will be used. Proposals must describe their strategy for participating in the development, sharing and use of Open Educational Resource provincially or globally. Participation in	☐

OpenCourseWare, Connexions, WikiEducator and other global Open Education initiatives are encouraged. Preference will be given to proposals that incorporate existing Open Educational Resources into the development approach.	
As part of the funding grant Developers upload the resource they create to the Shareable Online Learning Resources (SOL*R) repository http://solr.bccampus.ca). Preference will be given to proposals that define how they will develop and upload interoperable resources to SOL*R that retain their integrity and value independent of Learning Management System. Proposals should include in their plans and budget effort for interoperable resource development and contributing the resource to SOL*R.	☐

1.2 Learning Objects (expected allocation ~ 15% of fund)

Proposals for small discrete online learning resources that meet a variety of teaching and learning needs are sought.

In addition to the overall criteria on page one and two of this RFP a suggested checklist for Proposals in the Learning Object category includes:	Proposal Check
Proposals for creation of small, stand-alone units of online instruction that can be tagged with descriptors and stored in repositories for reuse in various instructional contexts	☐
Preference will be given to proposals involving multiple institutions producing many learning objects for use in multiple courses and teaching contexts. While the learning object should be fully online, use cases can involve classroom and blended learning scenarios.	☐
Preference will be given to proposals that produce high quality media rich learning objects such as Flash, QuickTime and .avi and to learning objects that use social networking, mobile computing, or web 2.0 approaches.	☐

Learning objects should have the following characteristics:
  - Small unit of learning (2-15 min at topic level)
  - Self-contained in such a way that it can be taken independently
  - Be reusable in multiple contexts for multiple purposes
  - Be interoperable in multiple Course Management Systems (CMS)
  - Can be grouped into larger content
  - Be tagged with meta-data providing descriptive information to enable searching
	☐

2. Open Textbooks (expected allocation ~ 10% of fund)

With its support for Open Education Resources and Open Source Software educational applications BCcampus is supporting "open" education. The 2009 OPDF is extending that support even further by seeking proposals that create open textbooks. Open textbooks are textbooks with nonrestrictive licenses that can be downloaded for free from a web site or repository. Open textbooks help solve the problems of the high cost of textbooks,

book shortages, and access to textbooks as well as providing the capacity to better meet local teaching and learning needs.

A comparison of open textbooks to traditional textbooks is shown in the following table.

Open Textbooks	Traditional Textbooks
dynamic	static
modifiable/customizable	non-customizable
targeted in-depth material	generic material
timely	dated
personalized for local conditions	standardized content
addresses multiple learning styles	assumes a uniform learning style
free	costly

A couple of examples Open Textbooks for illustrative purposes are:
http://en.wikibooks.org/wiki/Nanotechnology
http://cnx.org/content/col10522/latest

The BC Commons license will not be an option for Open Textbook initiatives. Open Textbook initiatives must use the Creative Commons Attribution-Share Alike license option.

In addition to the overall criteria on page one and two of this RFP a suggested checklist for Proposals in the Open Textbook category includes:	Proposal Check
Viewable online in electronic form. Downloadable in electronic form. Printable. Developing an open textbook on existing collaborative platforms like Wikieducator, wikibooks or Connexions, that can output to .pdf but also act as the place for additional derivative works is encouraged.	☐
Free for students and faculty to use.	☐
Allows instructors to easily customize it to fit with their pedagogical approach or philosophy. Easy to update and make derivative works so it can be kept up to date.	☐
Preference will be given to proposals for open textbooks that: - have a large number of students (for example a first year intro to psychology textbook would outweigh a fourth year geophysics textbook) - are in an area where no other open textbooks exist - have a sustainability/collaboration model. Proposals should have a clear model for how the content will be regularly maintained. Ideally the model provides for a combination of community input with editorial oversight. Sustainability could involve a model with a revenue stream built in while still offering a free version. - have a remix/reuse model. Preference will be given to proposals that offer a clear way for instructors and students to select and output	☐

only portions of the work and/or include it in other works. - Have familiarity and engagement with existing Open Textbook infrastructure and communities - a marketing plan. Proposals should describe their plan for wide dissemination.	

3. Professional Learning Resources (expected allocation ~ 15% of fund)

Since its inception BCcampus has actively supported development of professional learning resources across BC's public post secondary system. As the system partner for the Educational Technology Users Group (ETUG) BCcampus provides coordinating resources, online communities, funding and program planning support for ETUG's spring and fall workshops and the annual Innovation Awards.

In 2007 BCcampus built out this support even further by including Professional Learning as a category in the Online Program Development Fund. As a result a Learn Together initiative emerged extending support beyond ETUG to include BC's University, College, & Institute Professional Developers (UCIPD) and the Northern Educational Developers Network (NEDNet). These three professional development groups have collaborated on creating a Learn Together Collaboratory http://www.ltcollaboratory.org. To the fullest extent possible OPDF funded professional learning resources will be expected to utilize or be made available through the Learn Together Collaboratory. A full list of all the professional learning resources developed through the 2007 and 2008 OPDF can be found at the bottom of the OPDF projects map on the BCcampus web site at: http://www.bccampus.ca/Assets/2009+-+BCcampus+website+redesign/OPDF-MAP.pdf

The 2009 Online Program Development Fund invites proposals that continue building systemic public post secondary professional learning resources in support of the BC government's "Great Goal" to make BC "the best educated, most literate jurisdiction" in North America by 2015.

In addition to the overall criteria above a suggested checklist for Proposals in the Professional Learning Resources category of this RFP includes:	Proposal Check
Proposals provide a means for everyone at all institutions to participate. Projects aim to develop professional learning resources to which everyone can contribute and which everyone can use. Resources address teaching and learning professional development needs of faculty and staff.	☐
Proposals are peer-based and managed by a group rather than centrally controlled. Proposal is collaboration based on shared leadership and responsibility with open reporting in and out mechanisms. Opportunities for participation include development of resources as well as advisory support. Proposal produces resources that reward participation and provide incentives for use and contribution.	☐
Proposals enhance existing professional learning resources for system wide use or create new ones.	☐

Proposals target creation of professional learning resources for one or more thematic areas of:

1. Communication, Dissemination & Shared Resources - creates a shared event and resource environment that provides aggregated access to events and resources across all institutions. Uses syndication (RSS) to communicate out and gather communication feeds from institutions and other sources. Networks together Teaching and Learning centres across post secondary. Creates community roles for people who facilitate interaction and communication. Generates interactions and events in existing communities such as the Learn Together Collaboratory (http://www.ltcollaboratory.org) and SCOPE (http://scope.bccampus.ca).

2. Expertise Inventory - creates a searchable database of expertise across public post secondary. Recognizes, highlights, and provides access to pooled expertise. Provides mechanism for help requests to be fulfilled by self-identified experts.

3. Learning Paths - Creates a series of 'maps' or paths for accessing professional learning resources & services based on competency profiles for different roles across institutions. Matches services to individual professional development needs, & provides a means of recognizing and credentialing efforts put into professional development

4. Research (scholarship) - Creates and disseminates scholarly approaches to teaching and learning throughout BC. Enhances teaching and learning by applying research to practice and providing guidelines and methods. Creates partnerships for accessing research funding. Aggregates listing of who is doing teaching and learning research in BC and facilitates match-making between researchers.

5. Leadership, Advocacy, & Celebration (showcase) - Develops mentoring and faculty development skills through partnership and collaboration and builds a strategic advocacy plan for faculty development initiatives. Supports academic chairs and deans with professional learning for things like managing work loads, conflict resolution, and curriculum renewal. Uses awards and other forms of recognition provincially and across Canada to celebrate and showcase teaching and learning.

Proposals target areas of high need such as:
- instructional design for mixed mode courses
- implementing active learning strategies
- teaching and facilitating online courses
- assessing and evaluating student work in the online environment
- instructional design for online courses
- using social software in teaching
- using streaming media in teaching
- a peer mentoring and exchange program

Application Process

Proposals must be coordinated through, approved, and submitted via e-mail by the head of institutional academic affairs. The application form should be completed and e-mailed to: pstacey@bccampus.ca. While the application form provides the basic information required, those wishing to submit more detail can attach appendices as required. Successful evaluation is facilitated by proposals that are well written and specifically address RFP requirements.

Proposals with multiple institutional partners must designate a lead institution for the project and submit the proposal through the lead. Institutional partners should include a letter of support identifying names and roles of partner participants, along with how the developed resource will be used by each partner, as part of the proposal.

The deadline for submission of proposals is Friday May 29, 2009.

Review and Selection Process

RFP evaluation, selection and award are done by independent professional peer review against a set of criteria based on the guidelines.

Communication and media announcements around OPDF grant awards will be coordinated with the Ministry of Advanced Education.