

**Affordable Learning Georgia Textbook Transformation Grants
Proposal Form**

Please complete per inline instructions; completed form not to exceed four pages.

Institution Name	Middle Georgia State College		
Team Members (Name, Title, Department and email address for each)	Loleta D. Sartin, Assistant Professor of Education loleta.sartin@mga.edu Molly Kimsey, Lecturer molly.kimsey@mga.edu		
Sponsor, Title, Department	School of Education		
Course Name, Course Number and Semester Offered (Spring 2015 Required)	Critical and Contemporary Issues in Education, Education 2110, Spring 2015		
Average Number of Students in the Course	Per semester 75-90	Number Course sessions per Academic year	7-9
Award Category (pick one)	<input checked="" type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Course Pack Pilots		
List the original course materials for students (including title, whether optional or required, & cost for each item)	<i>[Material Title, opt req]</i> <i>Required Text</i> Teachers, Schools & Society, <i>Sadker, Zittleman, & Sadker</i>	<i>[Cost]</i> 196.00 Total Cost \$196.00	
Projected Per Student Cost	0	Projected Per Student Savings (%)	100% savings

1. PROJECT GOALS

The proposal for the Textbook Transformation Grant has three goals:

1. Lower overall costs for degree completion for students by lowering textbook costs.
2. Utilize more relevant and timely materials in education courses.
3. Utilize resources that more accurately reflect trends and issues in Georgia and the middle Georgia region.

1.1 STATEMENT OF PROBLEM

1. Middle Georgia State College serves a large percentage of non-traditional students. Adult learners generally have exhausted financial aid. The rising costs of tuition and textbooks create financial barriers to degree completion. With the utilization of no-cost-to students learning materials, college becomes more affordable and accessible to our population thus increasing retention and graduation rates.
2. With the changing landscape of education published textbooks are often outdated by the time of publishing. It is difficult for publishing companies to accurately and timely reflect the ever changing trends in education. Often times the books do not reflect trends by state, therefore published materials are not the best resource.
3. A vast majority of Middle Georgia State College education graduates remain in the middle Georgia region. The current materials utilized in the education courses do not always reflect the educational landscape of the state and region. When students are not exposed to material that is relevant to their everyday lives, engagement and preparedness decrease. As students are exposed to materials that reflect the state and region they become more successful in the upper division courses which increase retention and graduation rates. Ultimately, the students are better prepared to work in the region.

1.2 TRANSFORMATION ACTION PLAN AND 1.3 TIMELINE

Projected Date (Month/Year)	Goal #	Activities	Key Deliverables	Metrics	Research Design*	Responsible Parties
Sept. 2014	1,2, and 3	Course redesign: revising activities and assessments	Revised Syllabus	Assess students course satisfaction	Quantitative And Qualitative	Molly Kimsey Loleta Sartin
Sept.-Oct. 2014	1,2, and 3	Training in resources	Meeting with Campus Coordinator and Champion	Meeting Report	Qualitative	Molly Kimsey Loleta Sartin Pat Borck Laura Thomason
Sept.-Nov. 2014	1,2, and 3	Review and Compile course resources	Compilation of no cost to students learning materials to be utilized in EDUC 2110 Spring 2015	Assess students course satisfaction Assess quality of work produced	Quantitative And Qualitative	Molly Kimsey Loleta Sartin
Oct.-Nov. 2014	1,2, and 3	Assemble a focus group of former students in Educ. 2110 to evaluate materials	Sign-in sheet Survey	Survey Data	Quantitative And Qualitative	Molly Kimsey Loleta Sartin

Oct.-Nov. 2014	1,2, and 3	Faculty critique of materials assembled	Meeting Agenda Survey	Survey Data	Quantitative And Qualitative	Molly Kimsey Loleta Sartin Program Chairs and Dean
Nov.-Dec. 2014	1,2, and 3	Revise Materials based on student and faculty feedback	Revised compilation of no cost to students learning materials to be utilized in Educ 2110 Spring 2015	Assess students course satisfaction Assess quality of work produced	Quantitative And Qualitative	Molly Kimsey Loleta Sartin
December 2015	1, 2, and 3	Analyze conclusions	First Status Report	Assess feedback given by focus groups Percentage of activities completed on action plan to date	Quantitative And Qualitative	Molly Kimsey Loleta Sartin
Jan. 2015	1,2, and 3	Share any new resources with faculty	Meeting agenda	Analysis of faculty feedback	Qualitative	Molly Kimsey Loleta Sartin Program Chairs and Dean
Jan.-May 2015	1,2, and 3	Implement a section of the course with revised materials	Course offering per college schedule	Assess students course satisfaction Assess quality of work produced	Quantitative And Qualitative	Molly Kimsey
Jan-May 2015	1,2, and 3	Grant participants meet bi-monthly to analyze and evaluate effectiveness of resources and revise as needed	Meeting agendas	Analysis Report	Quantitative And Qualitative	Molly Kimsey Loleta Sartin
March-May 2015	1, 2, and 3	Survey students utilizing no-cost to students learning materials	Survey	Survey Data	Quantitative And Qualitative	Molly Kimsey Loleta Sartin
May 2015	1, 2, and 3	Analyze conclusions	Final Report	Course Pass Rates Percentage of students continuously enrolled in course	Quantitative And Qualitative	Molly Kimsey Loleta Sartin

*Pending appropriate IRB approval

1.4 BUDGET

<i>Middle Georgia State College</i>	<i>Requested Funds</i>
Personnel	\$10,000.00
<i>Loleta Sartin</i>	<i>\$5,000.00</i>
<i>Molly Kimsey</i>	<i>\$5,000.00</i>
Contractual	\$800.00
Technical assistance/ consulting and professional development Professional development for grant recipients Travel expenses for grant recipients	<i>\$800.00</i>

1.5 SUSTAINABILITY PLAN

The project activities are designed to intentionally create a culture that supports the goals of high quality teaching and strong support for meeting the needs of learners in the School of Education. Leaders involved in this project will work collaboratively with education faculty and students to ensure the materials are evaluated, meet the needs of the learners, and address the course's student learner outcomes. Ongoing discussion on the resources assembled and the accomplishment of the project will become a priority in departmental and unit meetings. It has been and will continue to be the culture of the education faculty to review, critique, and revise courses and course resources to meet the needs of learners in education courses.

The course is offered every spring, summer and fall on multiple campuses. It is a required BOR Area F course for all education majors.