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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Fifteen (Fall 2019 - Fall 2020)
Category:	University System of Georgia
Award Cycle:	Round 15
Submission Deadline:	09/16/2019 at 11:59 PM

Application Information

Submitted By:	KAREN YOUNG
Appplication ID:	3539
Application Title:	477
Date Submitted:	09/17/2019 at 8:28 AM

Personal Details

Institution Name(s):	CLAYTON STATE UNIVERSITY
Applicant First Name:	RODGER
Applicant Last Name:	BATES
Applicant Email Address:	rodgerbates@clayton.edu
Applicant Phone Number:	678-333-6763
Primary Appointment Title:	Professor of Sociology and Principal Investigator
Submitter First Name:	Karen
Submitter Last Name:	Young
Submitter Email Address:	karenyoung@clayton.edu
Submitter Phone Number:	678-466-4854
Submitter Title:	Professor of Sociology and Additional Investigator

Application Details

Proposal Title

477

Requested Amount of Funding

$10,800

Priority Category (if applicable)

Specific Core Curriculum Courses

Final Semester:

Fall 2020

Course Title(s)
Introduction Sociology 1101

Course Number(s)
SOCI 1101

Team Member 1 Name
Rodger Bates

Team Member 1 Email
rodgerbates@clayton.edu

Team Member 2 Name
Karen Young

Team Member 2 Email
karenyoung@clayton.edu

Team Member 3 Name

Team Member 3 Email

Team Member 4 Name

Team Member 4 Email

Additional Team Members (Name and email address for each)

Sponsor Name
Dr. Nasser Momayezi & Dr. Joshua Meddaugh

Sponsor Title
Dean of the School of Arts & Sciences; & Department Chair/Social Sciences

Sponsor Department
Social Sciences

Average Number of Students per Course Section Affected by Project in One Academic Year
40

Average Number of Sections Affected by Project in One Academic Year
7

Total Number of Students Affected by Project in One Academic Year
280

Average Number of Students Affected per Summer Semester
40

Average Number of Students Affected per Fall Semester

120

Average Number of Students Affected per Spring Semester

120

Original Required Commercial Materials (title, author, price, and bookstore or retailer URL showing price)
Seeing Sociology:3rd Edition, Joan Ferrante, $119

Cengage, 978-1-305-09436-9 https://www.cengage.com/c/seeing-sociology-an-introduction-3e-ferrante/

Original Total Cost per Student

$119

Post-Project Cost per Student

0

Post-Project Savings per Student

$119

Projected Total Annual Student Savings per Academic Year

$33,320   If the common core template model was adopted for all sections of Soci 1101, then the Projected Total Annual Student Saving Per Academic Year approximately would be: 13 sections x 40 students x $119 = $61,880.

Using OpenStax Textbook?

Yes

Project Goals

1. **Project Goals**

The overall goal of this project is to revise the online Introduction to Sociology (Soci 1101) courses and migrate to an OER textbook, develop a common core template for the courses and create an economical and enhanced student learning experience while respecting the tradition of academic freedom for faculty.

The specific goals of this project are to:

1. <u>adopt</u> a no cost, open source textbook for all online Soci 1101 courses at Clayton State University;

2. eliminate the burden of a high-cost text book on an economically challenged student population;

3. promote academic success by ensuring access to the textbook, at the beginning of each semester;

4. <u>enhance</u> student-learning by providing a variety of supplemental learning resources;

5. provide a model of <u>adaptation</u> that will permit individual instructors to build, if they so choose, their own courses while retaining the common core components of the online Soci 1101 course model;

6. provide a model of <u>sustainability</u> that will permit individual instructors to build, if they so choose, their own courses while retaining the common core components of the online Soci 1101 course model;

7. provide a common core template for all online Soci 1101 courses at CSU;

8. provide an example for the faculty of the Department of Social Sciences at Clayton State University and faculties at other institutions of higher learning for the transition to a low-cost or no cost learning platform for both online and seated Soci 1101 courses;

9. provide program leadership by senior faculty for the movement to a no cost, open source text for all sections of Soci 1101 at Clayton State University by no later than Fall Semester, 2020;

10. provide a digital online back up program for Soci 1101 consistent with the program's disaster response plan.

Statement of Transformation

1. **Statement of Transformation**

Clayton State University is a minority majority institution where most students (57%) are Pell Grant recipients. Having only recently added a small cadre of residential facilities designated for freshman students only, the majority of these students are local residents, many of whom are the first members of their families to attend college. With an average student population age of approximately 27, adult-learners also comprise a significant component of the CSU population who also have family and other competing economic demands. Because of these factors, and coupled with the fact that Soci 1101 is a general education requirement, an increasing number of students are enrolling in online versions of courses, such as Soci 1101. Thus, given the demographics of CSU, the increasing demand for online learning and the rising cost of college text books for both students and the university a more economical and flexible response is needed.

Currently, Soci 1101 Introduction to Sociology is taught by a variety of faculty, both full-time, part-time, and adjunct and using a number of different textbooks. This situation results in a variety of learning experiences and different levels of preparation for the basic course in the Sociology Program. The online sections increasingly have been popular with both Move On When Ready Students (MOWR)/Dual Enrolled and non-traditional students. Traditional students, many taking this course at one of our remote learning centers, elect to take the online course because of the flexibility it provides in their schedules. MOWR/Dual enrolled students, likewise, frequently prefer online sections. The recent funding change for MOWR/Dual enrolled students no longer provides state funds for textbooks and the university is required to absorb this cost. These factors have contributed to an environment conducive to a low-cost, no cost textbook that will save students and Clayton State University substantial costs while at the same time enhance the overall academic achievement and retention of students.

Drs. Bates and Young, therefore, propose to revise their online Introduction to Sociology (Soci 1101) courses by adopting an OER textbook and developing a common core template for an economical, flexible and enhanced student-learning experience. This template would take advantage of the pedagogical possibilities associated with the universities online learning management system (LMS – D2L) and the experience and expertise of the two senior faculty members in the Sociology Program. Particular attention was paid to lessons learned from other funded proposals in this same subject area where transformation to OER materials was incorporated, with the intent of utilizing previous practices shown to be positive and effective and seeking improvement in any areas where previous challenges had been reported. Toward this end, it was noted by the current investigators that previous transformation grants acknowledged greater accessibility and affordability of materials in the on-line format; hence our proposal follows the same trend in moving to the OER materials which will provide the same accessibility and affordability. Secondly it was noted in previously funded proposals that resource materials such as power point slides were often weak and not very effective in conveying chapter concepts, ushering in the need for development of additional and improved resources to help facilitate better instruction and understanding of the material for students. The present investigators sought to improve upon this by creating a different quality of power point slides, incorporating additional subject matter videos to enhance instruction, and incorporating interactive learning techniques and exercises to enhance student involvement thereby potentially increasing their understanding of the material presented.

Specifically, a common core course template would be developed, based on the OER, which initially would be populated with a basic course format to include a generic syllabus, chapter quizzes and examination questions. Supplemental Youtube videos, written articles and instructor developed videos would also be included for each chapter. A series of Discussion Posts would be embedded in the general format to encourage interactive learning and student feed back. The common core template would provide a basic online course consistent with the expectations of a Quality Matters product and consistent with the American Sociological Association's standards for an Introduction to Sociology course.

The development of the common core template, however, would provide the opportunity for each instructor to adapt the course to their expertise and expectations, if they so choose. The flexibility of the LMS would allow and encourage experienced faculty to create "their" own courses while maintaining the program consistency of a common core curriculum. Likewise, the use of the common core component, and the shared use of the OER, would contribute to the development of less experienced faculty teaching the online version of Soci 1101. This potential course flexibility addresses the need for content consistency in the basic course in the sociology program while respecting the academic freedom of each faculty member and promote the sustainability of the course in the future.

Drs. Bates and Young reviewed and adopted Introduction to Sociology, 2nd Edition by Griffiths, et. al. in July 2019. Drs. Bates and Young are in the process of developing a preliminary common core template for Soci 1101 and Dr. Bates will be beta-testing the material during the Spring, 2020 semester. Course materials, such as quiz and examination questions are being developed along with the selection relevant Youtube videos and other related materials. Instructor created videos by Drs. Bates and Young will be created for the roll-out of the Spring course. Dr. Young will develop a number of interactive learning opportunities for possible course inclusion in the future. In addition, guidance and suggestions from the Grant Kick Off Conference, October 28 will be addressed.

Student feedback in terms of pre/post test evaluations initially will be conducted and compared to student performance from previous years at the end of the Spring Semester, 2020. In addition, a brief preliminary survey of student satisfaction with the OER and the course will be developed and conducted at that time.

Prior to the start of the Summer Semester, adjustments, revisions and enhancements will be made to the common core template for potential use during the Summer and Fall 2020 Semesters. A similar process of student feedback and evaluation will be conducted at the end of either the Summer or the Fall Semester.

The final project report will be prepared in December, 2020 and submitted to the granting agency by the end of December. A subsequent Departmental grant will be developed, such that (potentially) beginning with the Fall Semester 2020, and the Spring Semester 2021, all online Soci 1101 courses will be based on the common core template.

Today, college textbooks comprise a significant and at times limiting part of a student's educational costs. Likewise, changing state regulations regarding educational support for Move On When Ready/Dual Enrolled Students now dramatically impacts institutional costs for this program. Given the demographics of Clayton State University and the growing needs for helping our students meet these costs, the commitment to an enhanced online learning experience, sustainability, further program consistency and continuity for students, this proposal for the development of an online common core template model for Soci 1101 is a worthy candidate for a Textbook Transformation Grant, Round Fifteen.

Bibliography

Burton, et. al. (2019) "Breaking the Textbook Cartel Results in Gains for Online Students", Distance Learning Administration Annual Conference and Proceedings 2019. University of West Georgia Distance and Distributed Education Center (June 2019).

Dalton State College ALG Grant Application – 127

Georgia Highlands College ALG Grant Application – 225

Georgia State University ALG Grant Application - 341

Kennesaw State University ALG Grant Application - 143

Transformation Action Plan

1. Transformation Action Plan

The core-curriculum template project will be a two-semester effort which will result in the transformation of the Soci 1101 online course curriculum to an OER-based course model for an economical and enhanced learning experience for students at Clayton State University, with potential applications to both seated sections and those at other institutions of higher learning. This project will proceed with the efforts or Drs. Bates and Young, with the ongoing support of the Department of Social Sciences.

Dr. Bates will serve as the project coordinator and be primarily responsible for grant and final report writing, project design and beta testing. Dr. Young will also be responsible for grant and final report writing as well as project research, survey design, analysis and development of interactive student opportunities. Both have had extensive experience teaching Soci 1101 and in teaching online.

Both team members will collaborate to revise the online Introduction to Sociology (Soci 1101) course to migrate to an OER textbook and to develop a common core template for the course for an economical and enhanced student learning experience. This template would provide basic course materials and power points to support the text, a portfolio of quiz and examination questions, and a variety of supplemental reading and video materials. Discussion posts and other interactive learning activities also will be created.

Student feedback in terms of pre/post test evaluations will be conducted and compared to student performance from previous years. In addition, a brief student survey on student satisfaction with the OER and the course will be conducted.

Quantitative & Qualitative Measures

Quantitative and Qualitative Measures

Dr. Bates and Young have conducted pre/post test course evaluations in Soci 1101 for more than a decade in both seated and online sections. This evaluation instrument measures performance in five major areas of sociology as well as student grades, including WDF data and recommendations for course improvements. As Spring 2020 is a beta test of some of the common core template and related materials, the course evaluation will be compared with an average of the past 3-year course evaluation average. This evaluation again will be conducted in the Summer of 2020.

A survey, developed by Dr. Young, with regard to student evaluation of the OER text and online learning experience will be administered during the Spring, 2020 semester. This instrument will be reviewed by the CSU IRB, if necessary. The results of these evaluations will be included in the final project report.

Timeline

Timeline
Pre-Grant Preparation –

June, 2019 – Dr. Bates, attending the Annual Distance Learning Administration Annual Conference became interested in the importance of OER-based courses and the opportunity to prepare a grant proposal for facilitating such a course.

July, 2019 – Drs. Bates and Young reviewed a variety of low-cost/no cost Introduction to Sociology textbooks. The Open-Stax text, Introduction to Sociology, 2nd Edition by Griffiths, et. al. was selected for the OER-based online course development project.

August, 2019 – Dr. Bates begins revision of his existing online Soci 1101 course to be based on the selected OER text. With the assistance of Dr. Young, a preliminary common core template will be developed. Dr. Bates will initiate the use of the OER text for his Spring Semester 2020 section of Soci 1101 and will administer the previously developed course pre-test.

Drs. Bates and Young participated in a campus grant workshop related to the ALG Grant Initiative to ascertain the proper procedure for proceeding with the grant proposal and reviewed previous sociology proposals.

Dr. Young researches previously submitted ALG Grant proposals.

Grant Activities -

September, 2019 – Grant Proposal submitted by Dr. Bates and Dr. Young. The development of quiz and examination questions, selection of Youtube videos, chapter summaries and related support materials continue.

Drs. Bates and Young continue the development of the core curriculum template and outlined the first instructor videos.

October, 2019 – Drs. Bates and Young participate in the Grant Kick-Off Meeting at Middle Georgia State University, October 28 and utilize program information to refine course development.

November, 2019 – Dr. Young initiates development of the OER Satisfaction Survey. IRB approval of Satisfaction is received, if necessary. Drs. Bates and Young continue the development of the core curriculum template for the middle section of the course. Video presentations by both Drs. Bates and Young are recorded for inclusion in the course.

December, 2019 - Drs. Bates and Young complete the final section of the core curriculum template for kick-off in the Spring Semester 2020 course.

January, 2020 – Dr. Bates begins the Spring Semester of Soci 1101 using the new version of the core curriculum template and administers the course pre-test. This will be the beta-test for the new course format. Dr. Young continues the development of additional supplemental materials for a number of the chapters.

February, 2020 – Drs. Bates and Young prepare and submit a proposal for a paper on the Core Curriculum Template for the forthcoming Distance Learning Administration Annual Meetings, to be held at Jekyll Island, GA in late June.

March, 2020 – A meeting of the Department of Social Sciences includes a formal presentation of the core curriculum template for the online version of Soci 1101. As the entire sociology program has been mandated to use an OER text for their courses beginning Fall, 2020, and no later than Spring 2021, the applicability of this model will be presented and assistance offered to interested faculty.

April, 2020 – Final examination for the initial core curriculum template course is conducted. The post-test and the course assessment and OER Satisfaction Survey are administered and analyzed.

Drs. Bates and Young review the semester development of the preliminary core curriculum template, revise and address any deficiencies in the course by April 2020.

Dr. Bates concludes the beta-test of his course, including the course assessment and OER Satisfaction Survey.

May, 2020 – Drs. Bates and Young finalize the core curriculum template model for the online Soci 1101 course at Clayton State University. The results of the course assessments and the OER Satisfaction Surveys are reviewed and reports prepared. A final draft of the presentation for the Distance Learning Administration Meeting is prepared.

June, 2020 –The DLA paper on the project will be presented at the end of June by Drs. Bates and Young.

August, 2020 – Prior to the start of the Fall Semester, adjustments, revisions and enhancements will be made to the

common core template for use during the Fall, 2020 Semester. A similar process of student feedback and evaluation will be conducted at the end of the Fall Semester.

December, 2020 – All materials for the final grant report will be organized and Dr. Bates will prepare and submit the final report. Copies of all developed program materials and the core curriculum template for the online version of Soci 1101 will be archived in the Department of Social Science and the CSU Center for Excellence in Learning and Teaching at Clayton State University. In addition, the final product will be provided for open access to GALILEO Open Learning Materials for other members of the higher education community.

Budget
Budget
Contract overload – Dr. Rodger Bates - $5,000

Contract Overload – Dr. Karen Young - $5,000

Travel to Kick Off Meeting - $800

(If travel is less than $800, surplus will be used to participate in paper presentation at the Distance Learning Administration Annual Conference in June, 2020.)

Total Budget Requested: $10,800

Sustainability Plan
Sustainability Plan
Project sustainability will be achieved through a presentation of the common core model for Soci 1101 at a Fall Department of Social Sciences Meeting. Likewise, a similar meeting presenting the results of the beta-testing and the course and student feedback will be held during one of the subsequent Department of Social Sciences Meetings. The department chair will appoint a faculty member, in addition to either Dr. Bates or Dr. Young, to review the online common core template each year and make any needed adjustments to maintain the viability of the program.

The sustainability of this core curriculum model for online sections of Soci 1101 also will be reinforced by its additional role as a digital back up for Soci 1101, consistent with the department's disaster response plan.

A presentation and paper on the development of a common core template for online learning will be submitted for presentation at the Distance Learning Annual Meeting in June and the Georgia Sociological Association Annual Meeting in October, 2020.

All course materials will be archived with the CSU Center for Excellence in Teaching and Learning and be available via D2L and submitted to the appropriate external sources.

Acknowledgment

Grant Acceptance
[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.

Affordable Learning Georgia
Textbook Transformation Program
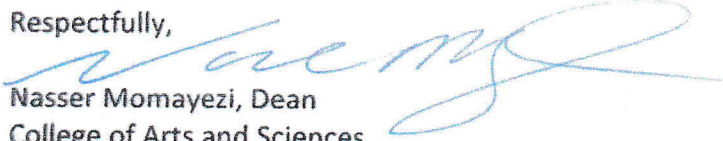
August 30, 2020

To Whom It May Concern:

I strongly support the application for an ALG Textbook Transformation Grant – Round Fifteen by Dr. Rodger Bates and Dr. Karen Young. These are our two senior faculty members in the Sociology Program and have been recognized both within Clayton State University and within the regional and national sociology community for their expertise and contributions to both teaching and scholarship. They have extensive experience in distance learning and in the development of the sociology program at Clayton State University.

Their proposal for a core curriculum template for the online sections of Introduction to Sociology (Soci 11011) would be a significant contribution to both our online course offerings, but it also set a standard for other faculty members to move more aggressively towards the adoption of an OER text book in their courses. Given the demographics of our student population and the economics of our community, text book costs are a significant deterrent to student retention and success.

Having senior faculty members leading the transformation of more courses to an OER is an important step in helping CSU, as a minority/majority university meet our mission and better serve our students and community.

Thank you for your consideration in this matter.

Respectfully,

Nasser Momayezi, Dean
College of Arts and Sciences
Clayton State University

To: Affordable Learning Georgia Grant Selection Committee -

Re: ALG Grant for Dr. Rodger Bates and Dr. Karen Young

It is with great pleasure that I submit a letter of support for an Affordable Learning Georgia Textbook Transformation Grant for Drs. Rodger Bates and Karen Young. Drs. Bates and Young, two of our senior members of the Sociology program at Clayton State University, have witnessed the burden of over-priced resources thwarting student success in Introduction to Sociology for far too long and decided that they needed to equalize the opportunity for success for our students. Both Drs. Bates and Young expressed great concern about the high costs of textbooks on our economically disadvantaged student population and asked if I would support their decision to seek a grant to move all online sections of Sociology 1101 – Introduction to Sociology to a no-cost, open educational resource. The program currently uses a textbook that retails for $119 which has proved to be a financial burden to number of our students, therefore a switch to OER would be the game-changer our students need to succeed. As Sociology 1101 is in the USG Core, our department instructs approximately 300 online students a year and an OER would save that entire population a collective $35,000 a year. I emphatically supported their decision and seek this committee's help in saving our student population from accruing unnecessary debt.

The financial savings to our students by going OER in the online sections of Sociology 1101 is reason enough to support such a project, but the intended goal of the Professors makes their proposal something special. Drs. Bates and Young are choosing to create an online course that provides textbook materials and delivery that follows the Quality Matters rubric and, when completed, plan to share the course with everyone one who instructs Sociology 1101 for Clayton State University including, online, seated, hybrid, etc. This move to OER for all Sociology 1101 sections would affect at least another 250 students an academic year, saving an additional $30,000. By providing Drs. Bates and Young this transformational grant, the committee could be saving Clayton State Students a combined $65,000 a year starting in the Fall of 2020.

As Chair of the Department of Social Sciences, I have a 3-year goal to move our Department to a low-cost/no-cost resource department by Fall of 2022 and Drs. Bates and Young are leading by example. As two of the most senior members of their program and our department, Full Professors, and established scholars in their fields, Drs. Bates and Young could rest on their laurels, but have strongly supported my initiative as they believe in the transformative power of education. This power cannot be shared with the many if we, in academia, do not do our part by tearing down all barriers to that power. The textbook barrier has been allowed to exist for too long and I applaud Drs. Bates and Young for seeking opportunities from organizations, such as this, whose mission is to remove the financial barriers to education.

Affordable Learning Georgia

Textbook Transformation Grants, Round Fifteen
(Fall 2019 – Fall 2020)
Proposal Form and Narrative

Notes

- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech's InfoReady Review. The link to the online application will on the Round 15 RFP Page in July 2019.
- The italic text provided below is meant for clarifications and can be deleted.

Applicant, Team, and Sponsor Information

*The **applicant** is the proposed Project Lead for the grant project. The **submitter** is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant – if so, leave the submitter fields blank.*

Institution(s)	Clayton State University
Applicant Name	Rodger Bates
Applicant Email	rodgerbates@clayton.edu
Applicant Phone #	678-333-6763
Applicant Position/Title	Professor of Sociology
Submitter Name	Rodger Bates
Submitter Email	rodgerbates@clayton.edu
Submitter Phone #	678-333-6763
Submitter Position	Professor of Sociology

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

	Name	Email Address
Team Member 1	Rodger Bates	rodgerbates@clayton.edu
Team Member 2	Karen Young	karenyoung@clayton.eu
Team Member 3		
Team Member 4		
Team Member 5		
Team Member 6		
Team Member 7		
Team Member 8		

If you have any more team members to add, please enter their names and email addresses in the text box below.

Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Dr. Nasser Momayezi, Dean, School of Arts & Sciences, Clayton State University
Dr. Joshua Meddaugh, Chair, Department of Social Sciences, Clayton State University

Project Information and Impact Data

Priority Category / Categories	*No or Low Cost to Students Learning Materials*
Requested Amount of Funding	$10,800
Course Names and Course Numbers	Introduction to Sociology
Final Semester of Project	*Fall 2020*
Average Number of Students Per Course Section Affected by Project	*40*
Average Number of Sections Affected by Project in One Academic Year	7
Total Number of Students Affected by Project in One Academic Year	280
Average Number of Students Affected per Summer Semester	*40*
Average Number of Students Affected per Fall Semester	120
Average Number of Students Affected per Spring Semester	120
Original Required Commercial Materials	*Seeing Sociology:3rd Edition, Joan Ferrante Cengage, 978-1-305-09436-9* *https://www.cengage.com/c/seeing-sociology-an-introduction-3e-ferrante/*
Total Price of Original Required Materials Per Student	*$119*
Post-Project Cost Per Student	*0*
Post-Project Savings Per Student	*$119*
Projected Total Annual Student	*$33,320 If the common core template model was*

Savings Per Academic Year	*adopted for <u>all</u> sections of Soci 1101, then the Projected Total Annual Student Saving Per Academic Year approximately would be: 13 sections x 40 students x $119 = $61,880.*
Using OpenStax Textbook?	*Yes – Introduction to Sociology. 2ed. (2015) Griffiths, et. al.*

Narrative Section

1. Project Goals

The overall goal of this project is to revise the online Introduction to Sociology (Soci 1101) courses and migrate to an OER textbook, develop a common core template for the courses and create an economical and enhanced student learning experience while respecting the tradition of academic freedom for faculty.

The specific goals of this project are to:

(1) <u>adopt</u> a no cost, open source textbook for all online Soci 1101 courses at Clayton State University;

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(9) provide program leadership by senior faculty for the movement to a no cost, open source text for all sections of Soci 1101 at Clayton State University by no later than Fall Semester, 2020;

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2. Statement of Transformation

Clayton State University is a minority majority institution where most students (57%) are Pell Grant recipients. Having only recently added a small cadre of residential facilities designated for freshman students only, the majority of these students are local residents, many of whom are the first members of their families to attend college. With an average student population age of approximately 27, adult-learners also comprise a significant component of the CSU population who also have family and other competing economic demands. Because of these factors, and coupled with the fact that Soci 1101 is a general education requirement, an increasing number of students are enrolling in online versions of courses, such as Soci 1101. Thus, given the demographics of CSU, the increasing demand for online learning and the rising cost of college text books for both

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The development of the common core template, however, would provide the opportunity for each instructor to _adapt_ the

course to their expertise and expectations, if they so choose. The flexibility of the LMS would allow and encourage experienced faculty to create "their" own courses while maintaining the program consistency of a common core curriculum. Likewise, the use of the common core component, and the shared use of the OER, would contribute to the development of less experienced faculty teaching the online version of Soci 1101. This potential course flexibility addresses the need for content consistency in the basic course in the sociology program while respecting the academic freedom of each faculty member and promote the sustainability of the course in the future.

Drs. Bates and Young reviewed and *adopted* Introduction to Sociology, 2nd Edition by Griffiths, et. al. in July 2019. Drs. Bates and Young are in the process of developing a preliminary common core template for Soci 1101 and Dr. Bates will be beta-testing the material during the Spring, 2020 semester. Course materials, such as quiz and examination questions are being developed along with the selection relevant Youtube videos and other related materials. Instructor created videos by Drs. Bates and Young will be created for the roll-out of the Spring course. Dr. Young will develop a number of interactive learning opportunities for possible course inclusion in the future. In addition, guidance and suggestions from the Grant Kick Off Conference, October 28 will be addressed.

Student feedback in terms of pre/post test evaluations initially will be conducted and compared to student performance from previous years at the end of the Spring Semester, 2020. In addition, a brief preliminary survey of student satisfaction with the OER and the course will be developed and conducted at that time.

Prior to the start of the Summer Semester, adjustments, revisions and *enhancements* will be made to the common core template for potential use during the Summer and Fall 2020 Semesters. A similar process of student feedback and evaluation will be conducted at the end of either the Summer or the Fall Semester.

The final project report will be prepared in December, 2020 and submitted to the granting agency by the end of December. A subsequent Departmental grant will be developed, such that (potentially) beginning with the Fall Semester 2020, and the Spring Semester 2021, all online Soci 1101 courses will be based on the common core template.

Today, college textbooks comprise a significant and at times limiting part of a student's educational costs. Likewise, changing state regulations regarding educational support for Move On When Ready/Dual Enrolled Students now dramatically impacts institutional costs for this program. Given the demographics of Clayton State University and the growing needs for helping our students meet these costs, the commitment to an enhanced online learning experience, sustainability, further program consistency and continuity for students, this proposal for the development of an online common core template model for Soci 1101 is a worthy candidate for a Textbook Transformation Grant, Round Fifteen.

Bibliography

Burton, et. al. (2019) "Breaking the Textbook Cartel Results in Gains for Online Students", Distance Learning Administration Annual Conference and Proceedings 2019. University of West Georgia Distance and Distributed Education Center (June 2019).

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1. Transformation Action Plan

The core-curriculum template project will be a two-semester effort which will result in the transformation of the Soci 1101 online course curriculum to an OER-based course model for an economical and enhanced learning experience for students at Clayton State University, with potential applications to both seated sections and those at other institutions of higher learning. This project will proceed with the efforts or Drs. Bates and Young, with the ongoing support of the Department of Social Sciences.

Dr. Bates will serve as the project coordinator and be primarily responsible for grant and final report writing, project design and beta testing. Dr. Young will be responsible project research, survey design, analysis and development of interactive student opportunities. Both have had extensive experience teaching Soci 1101 and in teaching online.

Both team members will collaborate to revise the online Introduction to Sociology (Soci 1101) course to migrate to an OER textbook and to develop a common core template for the course for an economical and enhanced student learning experience.   This template would provide basic course materials and power points to support the text, a portfolio of quiz and examination questions, and a variety of supplemental reading and video materials.   Discussion posts and other interactive learning activities also will be created.

Student feedback in terms of pre/post test evaluations will be conducted and compared to student performance from previous years. In addition, a brief student survey on student satisfaction with the OER and the course will be conducted.

Quantitative and Qualitative Measures

Dr. Bates and Young have conducted pre/post test course evaluations in Soci 1101 for more than a decade in both seated and online sections. This evaluation instrument measures performance in five major areas of sociology as well as student grades, including WDF data and recommendations for course improvements. As Spring 2020 is a beta test of some of the common core template and related materials, the course evaluation will be compared with an average of the past 3-year course evaluation average. This evaluation again will be conducted in the Summer of 2020.

A survey, developed by Dr. Young, with regard to student evaluation of the OER text and online learning experience will be administered during the Spring, 2020 semester. This instrument will be reviewed by the CSU IRB, if necessary. The results of these evaluations will be included in the final project report.

5. Timeline

Pre-Grant Preparation –

June, 2019 – Dr. Bates, attending the Annual Distance Learning Administration Annual Conference became interested in the importance of OER-based courses and the opportunity to prepare a grant proposal for facilitating such a course.

July, 2019 – Drs. Bates and Young reviewed a variety of low-cost/no cost Introduction to Sociology textbooks. The Open-Stax text, *Introduction to Sociology, 2nd Edition by Griffiths, et. al.* was selected for the OER-based online course development project.

August, 2019 – Dr. Bates begins revision of his existing online Soci 1101 course to be based on the selected OER text. With the assistance of Dr. Young, a preliminary common core template will be developed. Dr. Bates will initiate the use of the OER text for his Spring Semester 2020 section of Soci 1101 and will administer the previously developed course pre-test.

Drs. Bates and Young participated in a campus grant workshop related to the ALG Grant Initiative to ascertain the proper procedure for proceeding with the grant proposal and reviewed previous sociology proposals.

Dr. Young researches previously submitted ALG Grant proposals.

Grant Activities -

September, 2019 – Grant Proposal submitted by Dr. Bates. The development of quiz and examination questions, selection of Youtube videos, chapter summaries and related support materials continue.

Drs. Bates and Young continue the development of the core curriculum template and outlined the first instructor videos.

October, 2019 – Drs. Bates and Young participate in the Grant Kick-Off Meeting at Middle Georgia State University, October 28 and utilize program information to refine course development.

November, 2019 – Dr. Young initiates development of the OER Satisfaction Survey. IRB approval of Satisfaction is received, if necessary. Drs. Bates and Young continue the development of the core curriculum template for the middle

section of the course. Video presentations by both Drs. Bates and Young are recorded for inclusion in the course.

December, 2019 - Drs. Bates and Young complete the final section of the core curriculum template for kick-off in the Spring Semester 2020 course.

January, 2020 – Dr. Bates begins the Spring Semester of Soci 1101 using the new version of the core curriculum template and administers the course pre-test. This will be the beta-test for the new course format. Dr. Young continues the development of additional supplemental materials for a number of the chapters.

February, 2020 – Drs. Bates and Young prepare and submit a proposal for a paper on the Core Curriculum Template for the forthcoming Distance Learning Administration Annual Meetings, to be held at Jekyll Island, GA in late June.

March, 2020 – A meeting of the Department of Social Sciences includes a formal presentation of the core curriculum template for the online version of Soci 1101. As the entire sociology program has been mandated to use an OER text for their courses beginning Fall, 2020, and no later than Spring 2021, the applicability of this model will be presented and assistance offered to interested faculty.

April, 2020 – Final examination for the initial core curriculum template course is conducted. The post-test and the course assessment and OER Satisfaction Survey are administered and analyzed.

Drs. Bates and Young review the semester development of the preliminary core curriculum template, revise and address any deficiencies in the course by April 2020.

Dr. Bates concludes the beta-test of his course, including the course assessment and OER Satisfaction Survey.

May, 2020 – Drs. Bates and Young finalize the core curriculum template model for the online Soci 1101 course at Clayton State University. The results of the course assessments and the OER Satisfaction Surveys are reviewed and reports prepared. A final draft of the presentation for the Distance Learning Administration Meeting is prepared.

June, 2020 –The DLA paper on the project will be presented at the end of June by Drs. Bates and Young.

August, 2020 – Prior to the start of the Fall Semester, adjustments, revisions and *enhancements* will be made to the common core template for use during the Fall, 2020 Semester. A similar process of student feedback and evaluation will be conducted at the end of the Fall Semester.

December, 2020 – All materials for the final grant report will be organized and Dr. Bates will prepare and submit the final report. Copies of all developed program materials and the core curriculum template for the online version of Soci 1101 will be archived in the Department of Social Science and the CSU Center for Excellence in Learning and Teaching at Clayton State University. In addition, the final product will be provided for open access to GALILEO Open Learning Materials for other members of the higher education community.

6. Budget

Contract overload – Dr. Rodger Bates - $5,000

Contract Overload – Dr. Karen Young - $5,000

Travel to Kick Off Meeting - $800

(If travel is less than $800, surplus will be used to participate in paper presentation at the Distance Learning Administration Annual Conference in June, 2020.)

Total Budget Requested: $10,800

7. Sustainability Plan

Project *sustainability* will be achieved through a presentation of the common core model for Soci 1101 at a Fall Department of Social Sciences Meeting. Likewise, a similar meeting presenting the results of the beta-testing and the course and student feedback will be held during one of the subsequent Department of Social Sciences Meetings. The department chair will appoint a faculty member, in addition to either Dr. Bates or Dr. Young, to review the online common core template each year and make any needed adjustments to maintain the viability of the program.

The sustainability of this core curriculum model for online sections of Soci 1101 also will be reinforced by its additional role as a digital back up for Soci 1101, consistent with the department's disaster response plan.

A presentation and paper on the development of a common core template for online learning will be submitted for presentation at the Distance Learning Annual Meeting in June and the Georgia Sociological Association Annual Meeting in October, 2020.

All course materials will be archived with the CSU Center for Excellence in Teaching and Learning and be available via D2L and submitted to the appropriate external sources.

Note: Letter of Support
Dean Momayezi & Josh Meddaugh