Affordable Materials Grants, Round 19:

Transformation Grants

(Spring 2021-Spring 2022)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission.
* The only way to submit the official proposal is through the online Google Form. The link to the online application is on the [Round 19 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r19).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 18 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on March 26, 2021 from 1pm-4pm. At least two team members from each awarded team (unless the award is for one individual) are required to attend the synchronous Kickoff Meeting.

# Applicant and Team 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, just list leave the submitter blank.*

| Requested information | Answer |
| --- | --- |
| Institution(s) | Georgia Southern University |
| Applicant name | Tanesha Osborne |
| Applicant email | tosborne@georgiasouthern.edu |
| Applicant position/title | Senior Lecturer |
| Submitter name |  |
| Submitter email |  |
| Submitter position/title |  |

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.

| Team member | Name | Email address |
| --- | --- | --- |
| Team member 1 | Tanesha Osborne | tosborne@georgiasouthern.edu |
| Team member 2 | Dawn Cannon-Rech | dcannonrech@georgiasouthern.edu |
| Team member 3 |  |  |
| Team member 4 |  |  |
| Team member 5 |  |  |
| Team member 6 |  |  |

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

|  |
| --- |
|  |

# Project Information

| Requested information | Answer |
| --- | --- |
| Priority Category / Categories  *Projects in these categories will receive three extra points in the final score for fitting a priority of these particular rounds of Transformation Grants. The type of funding for the project is determined by the funding categories criteria above. As of Round 18, projects can be a part of more than one category. Note that the below categories only indicate priority, not which applications qualify for a grant. Select all that apply.* | *Priority categories:*   * *Collaborative Projects with Professional Support* * *Student Participation in Materials Evaluation and/or Development* |
| Requested Total Amount of Funding  *$30,000 maximum total award per grant* | *$8,500* |
| Final Semester of Project | *Spring 2022* |
| Using OpenStax Textbook?  *This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.* | ***No*** |

# Impact Data

Please fill in the data below with impact data in below with one course (all sections) in each table, and only include courses and instructors that are specifically part of the scope of this grant proposal. Add or remove tables as needed. **Please only put a single averaged or totaled (as appropriate) number in each box. Do not put ranges or mathematical equations in any of these boxes.** If the materials used by different instructors in a course vary drastically, it is possible to enter one course per instructor.

For a multi-course project, if a significant amount of students are assumed to take courses in a sequence and only one textbook is used for these courses, please take this into account in your total *(i.e. only include that book in the first course they would purchase it for OR adjust the number of students affected. Please explain in the notes section if making such adjustments).*

## Course 1

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | Survey of Chemistry II – CHEM 1152 |
| N/A | Course instructors | 1 (Tanesha Osborne) |
| 1 | Average number of students enrolled per section | 48 |
| 2 | Average number of affected course sections scheduled in a summer semester | 1 |
| 3 | Average number of affected course sections scheduled in a fall semester | 2 |
| 4 | Average number of affected course sections scheduled in a spring semester | 2 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 5 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 240 |
| 7 | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | eText (access), Homework and iClicker Reef: Essentials of General, Organic, and Biochemistry, 3rd ed. by Denise Guinn  $64  https://gsustore.com/CourseMaterials?Ids=3365490 |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $64 |
| 9 | Average post-project cost per student section enrollment | $30 |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $34 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $8,160 (assuming the student purchased the eText bundle only) |

# Narrative Section

## 1. Project Goals

*Goals for a Transformation Grant project go beyond just cost savings. Include goals for student savings, student success, materials creation, and pedagogical transformation here.*

Georgia Southern University (GSU) is the fifth largest university in the University System of Georgia and largest in the southern region of the state. More than 26,000 students attend this public university with dreams of pursuing higher education. However, with the rising costs of course materials over the years, some find the dream unattainable.1 Many students have endured the extra burden of not being able to afford required course materials or obtain them in a timely manner.2 This creates undue hardship and results on these students, as they are not adequately prepared for their courses. With the adoption of open educational resources (OER), students would no longer be faced with the burden of choosing between being successful in a course and having finances to attend.

This project aims to reduce financial burdens and establish an inclusive environment in which Survey of Chemistry II students can experience a “sense of belonging”. Survey of Chemistry II is an undergraduate core curriculum course designed for non-science majors pursuing allied-health careers, primarily those in the nursing profession. Inclusive Excellence is a core value at GSU and focuses particularly on preparing students to succeed in a multicultural economy. This project would provide all students with an opportunity to be successful, while lowering the cost of course materials. With the incorporation of a no-cost textbook and low-cost online homework system, all students would be granted the opportunity to be adequately prepared at the onset of the semester. Students would then be allowed to focus on learning, rather than how they will or will not be able to obtain course materials. To ensure continued student success throughout the course, no-cost supplemental (ancillary) materials tailored to the needs of the GSU allied health majors would be created. These ancillary materials will help to motivate students by creating a course that supports the development of adaptive learning mindsets. Additionally, with the materials being customized to provide correlations, examples or scenarios pertaining to the allied health field; students will be able to make connections between the course and their current and future lives. These connections will lead to increased student engagement, which has been linked to increased student success.3 The resources, which will include supplemental videos, worksheets, and practice problems; will collectively aid in fostering the **G**rowth, **P**urpose & Relevance, and **S**ense of Belonging (GPS) learning mindsets throughout the course. Furthermore, synthesis of these materials would also provide the opportunity to address and incorporate diversity, which allows the project to support the diversity, equity, and inclusion (DEI) mission of GSU.

This transformation from the traditional textbook and lecture combination to the OER and supplemental materials would also provide increased accessibility. While students now purchase electronic access to course materials, that e-book access terminates at the end of the semester. Supplemental materials developed in this project will be created and made publicly accessible on the GSU library guides (libguides) website. This open access will be provided with the guidance of the OER librarian, who also serves as a team member, and will help to ensure awareness of pertinent resources. As a result of this transformation grant, students would then have free, continual open access to all lecture materials, even after the course is over.

The project will be initiated with scaling across the Statesboro and Online campuses. This project in the future, has the potential for scaling across all campuses. Resources will be made available to Survey of Chemistry II faculty on each campus, with an option of if the instructor wants to incorporate the OER and ancillary materials or continue using preferred course materials.

The specific goals of this project include:

1. working towards “course design” and providing “accessibility” so that each student has access to course materials at the onset of the semester.
2. ensuring that course materials **align** with student learning outcomes (SLOs).
3. improving course retention and student success with course materials more specific to the needs of GSU allied health majors.
4. **assessing** student retention and success to measure the effectiveness of the course materials.
5. obtaining **student and faculty feedback on the satisfaction** of the transformation materials.

References

1 “Fixing The Broken Textbook Market” (2014)

<https://uspirg.org/reports/usp/fixing-broken-textbook-market>

2 “Florida Student Textbook Survey” (2018)

<https://dlss.flvc.org/colleges-and-universities/research/textbooks>

3 Zepke, Nick, and Linda Leach. “Improving Student Engagement: Ten Proposals for Action.” Active Learning in Higher Education 11, no. 3 (November 2010): 167–77. <https://doi.org/10.1177/1469787410379680>.

## 2. Statement of Transformation

*Transformation Grants are awarded to teams focused on creating impactful changes. This section allows teams to describe why the project should be awarded. Include the following:*

* *A description of the current state of the course, department, and/or institution if relevant.*
* *An overall description of the project and how it will impact the course, department, and institution as described previously. Include references to scholarly literature to support the claims of your impact if possible.*

This project focuses on the transformation of Survey of Chemistry II to a low-cost, open accessible course. Survey of Chemistry II, CHEM 1152, is the second course of the two-semester sequence covering elementary principles of general, organic and biochemistry (GOB). This course, which fulfills the GSU area D undergraduate (UG) core curriculum, is designed for non-science majors pursuing allied-health careers, particularly those in the nursing profession.

Survey of Chemistry II is taught in the traditional *face-to-face* and *online* settings on the Statesboro, Online and Armstrong campuses. Each section generally has a maximum enrollment of 48 students. Given that this is the second-semester course, there are typically an increased number of students taking the course during the spring semesters. To accommodate the needs of students and given that the course is only taught during the spring semester on the Armstrong campus, one online section with a maximum of 48 students is also offered each semester, to include the summer term.

Students enrolled in the face-to-face and online settings are required to purchase access to the online homework system ($64). This purchase also includes access to the iClicker reef app and electronic textbook that expires at the end of the semester. Students that prefer a printed copy of the textbook have the option to purchase it directly through the vendor. While this may not seem like much compared to other courses, many students struggle with having course materials in a timely manner. They rely on access to free trials and some might withdraw or drop out. Therefore, these students who start the semester with a disadvantage often progressively get worse as the semester continues.4 This project would minimize, if not alleviate, this dilemma. **With the proposed project focusing on the adoption of a no-cost textbook and low-cost homework system, the required cost of course materials would be reduced by 54%. This would provide the opportunity for all students to be adequately prepared beginning on day one and reduce the number of students that fall behind due to lack of resources. Additionally, the implementation of the online supplemental materials designed specifically for GSU allied health students, would help to ensure student success throughout the progression of the course.** These no-cost supplemental resources include videos, worksheets and PowerPoint media designed to provide additional practice and allow students to bridge the concepts and scientific or real-life experiences.

This proposal will have an abundant **impact** on students. With the adoption of the OER and supplemental resources, students would no longer be faced with the financial burden of the costs associated with CHEM 1152 course materials. Additionally, with online access to the free lecture materials, all students would be provided with the opportunity to be ready on day one. Students would then be allowed to focus on learning, while utilizing customized supplemental materials to enhance student engagement and success.5 These connections will lead to promoting diversity, equity, and inclusion (DEI); along with supporting the GPS learning growth mindset. These opportunities would systematically pave the way for increased student engagement and success. Similarly, this would create a positive impact on the department and faculties teaching the course. These faculties would then be able to focus more on instruction and providing an inclusive teaching and learning environment. Furthermore, with the creation of the libguides modules on the GSU library site, this would provide free access to all students. The impact of the project collectively at all levels proves beneficial and promotes diversity, equity, and inclusive excellence, which are strategic pillars and core values at Georgia Southern University.

References

4 “Textbook Broke: Textbook Affordability as a Social Justice Issue” (2020) <https://digitalcommons.wcupa.edu/cgi/viewcontent.cgi?article=1009&context=comstudies_facpub>

5 “Open Textbooks Could Help Students Financially and Academically” (2014)

<https://www.chronicle.com/blogs/wiredcampus/>

## 3. Action Plan

*Transformation Grant projects are work-intensive and require project management in order to be successful. This section allows teams to describe how the team will fulfill the goals of the project. This section must include:*

* *The role(s) of each team member in the project with details as to the major tasks team members will complete, with an estimate of how long each task will take (e.g. number of hours).*
* *A review of existing open, no-cost, and/or low-cost course materials for the course(s).*
* *The plan for the selection, adoption, adaptation, and/or creation of new course materials (if applicable).* *Include plans for open licensing and plans for making your materials accessible.*
* *The plan for redesigning your course(s), including any instructional design work, curriculum alignment, course accessibility changes, etc.*
* *The plan* *for providing open access to the new materials. Affordable Learning Georgia will host any newly created materials in our repository; please indicate if you are using other platforms in addition to the repository to host them.*

The proposed project replaces the use of a traditional textbook with a no-cost textbook option for Survey of Chemistry II students. An initial review of textbooks and resources available on OpenStax, Merlot, LibreTexts and Khan Academy was performed. While there were available materials from each that could be utilized in this project, many would require being customized to better align with the SLOs. However, there are online, open access GOB textbooks available on **LibreText and one specifically for Survey of Chemistry II on Merlot** that will be heavily utilized.6 While these resources contain concepts that would provide alignment with SLOs, supplemental materials will be customized and tailored according to the needs of the GSU allied health students.

The implementation of these curated materials will support the DEI mission of GSU. All will have free access to the course materials at the start of the semester without starting the course at a disadvantage. Additionally, with adapting the materials to meet the needs of the students, these customized ancillary materials will provide a supportive teaching and learning environment that allows students to feel respected and equally valued. These opportunities would collectively aid in supporting an inclusive and equitable learning environment, while simultaneously paving the way for increased student engagement and success.

The team responsible for this project consists of one faculty member, Dr. Tanesha Osborne; the College of Science and Mathematics (COSM) library liaison, Ms. Dawn Cannon-Rech; and two undergraduate students.

**Dr. Tanesha Osborne** is the Survey of Chemistry Coordinator for the Statesboro and Online Campuses and is primarily the faculty of instruction for the Survey of Chemistry II lecture and lab courses. She will serve as **Project Lead** and is responsible for a large portion of the project. This includes identifying open-access resources; aligning materials with SLOs; organizing materials for the course; and creating online supplemental materials customized to the needs of GSU allied health students. he will also collect student and faculty feedback and develop assessment tools to measure the effectiveness of course materials on student retention and success. Additionally, she will provide leadership and assistance to other team members.

Dr. Osborne has a multitude of experience that will be utilized to successfully implement this project. She has taught at GSU for 13 years and served in the coordinator capacity for 10 years. In the coordinator role, she successfully converted the one-semester GOB course into the current two-semester Survey of Chemistry GOB sequence. This process led to her developing two *face-to-face* and two *online* courses. As one of the first faculty to undergo training and develop an online course, the GSU Center for Online Learning (now Center for Teaching Excellence) later utilized her Survey of Chemistry II online course for later online course development training purposes. The course was highlighted and employed as a model to demonstrate the successful application of the Quality Matters (QM) standards and Americans with Disabilities Act (ADA) standards. The development of the new GOB sequence also meant that assessment methods needed to be established. Since 2012, Dr. Osborne has continuously served as a member of the chemistry assessment committee and recently the GSU first/second year experience assessment subcommittee. Furthermore, she has participated in numerous assessment and evidence-based teaching professional development opportunities. These experiences allowed her to create and implement assessment measures into the GOB courses and utilize data to prepare annual assessment reports. This resulted in Dr. Osborne being recognized by the GSU Office of Institutional Effectiveness (now Institutional Assessment and Accreditation) at the Fourth Annual Assessment Symposium for engaging in an annual academic assessment process with a focus on maximizing student learning for the Survey of Chemistry II course. Additional credits that serve as a testament to Dr. Osborne’s ability, include chairing the chemistry curriculum committee; being nominated for seven teaching awards at the college and university levels; and ultimately being the recipient of the 2018 GSU Wells/Warren Professor of the Year award and 2020 College of Science and Mathematics Excellence in Teaching award.

**Ms. Dawn "Nikki" Cannon-Rech** is the OER Librarian and will serve as a **Team Member**. In this role, she will serve as an advisor for OER and offer guidance on licensing, accessibility, and promoting the newly developed OER materials. She will also be responsible for providing training on creating and updating library guides (libguides) on the GSU library website. Additionally, she will assist with administering/collecting student feedback on the satisfaction of the OER resources and providing that data to the PI after the semester ends.

Two **undergraduate students** will be hired and serve as **Team Members**. Under the mentorship of Dr. Osborne, these students will be involved in the creation and editing of supplemental video resources to ensure accessibility. They will also assist with administering/ collecting student feedback on the satisfaction of the OER resources.

**Estimated Time**

After the grant is funded, the Spring 2021 semester will primarily involve identifying open-access resources, SLO alignment, and selecting course materials. It is estimated that 4-5 hours per week is needed to complete these tasks. The objective for the Summer 2021 term is to develop and disseminate ancillary materials for use during the Fall 2021 semester. This task is estimated to require at least 7-10 hours per week to initially produce materials and later publish the resources on the libguides website. An additional 1-2 hours per week will be needed to create assessment tools and measures.

Undergraduate students will be hired to each work 5 hours per week for 10 weeks during the summer and fall terms (20 weeks per UG).

**Accessibility**

Ancillary materials developed for this project will utilize inclusive practices to affirm equal access and use of content for all. This includes students that may be impacted by permanent, temporary, or situational disabilities. Semantics markup formatting and alternate text for visual aids will support in screen reader compatibility for students with visual impairments. Likewise, closed captioning and video transcripts will be made available to ensure that students with hearing impairments are provided equivalent information.

These supplemental materials will be created and made accessible under a Creative Commons Attribution License (CC BY). Open access to these materials will then be provided through the OpenALG and the GALILEO Open Learning Materials repository. Additional access will be made available on the GSU library guides (libguides) website.

Reference

6Cannon, Jonathan; Nuckels, Estelle; Khatmullin, Renat; and Lauer, Andrew, "Survey of Chemistry II Wikitext" (2016). Chemistry Open Textbooks. 1.

<https://oer.galileo.usg.edu/chemistry-textbooks/1>

## 4. Quantitative and Qualitative Measures

*All Transformation Grant projects must measure student satisfaction, student performance, and course-level retention (drop/fail/withdraw rates), but teams and institutions will do this in varied ways. Outstanding applications will include measures beyond the minimum to gain meaningful insights into the impact of the project. Include the following:*

* *Each quantitative or qualitative measure to be used, along with a description of the methods and/or tools used to gather and analyze data.*
* *If the team needs IRB (Institutional Review Board) approval, please indicate this here. Each institution’s IRB functions differently, and teams will need to know how their institution’s IRB evaluates and approves of institutional research.*

The proposed project has the potential to result in scaling across all sections. Resources will be made available to all Survey of Chemistry II faculty, but each will have the option of incorporating the OER and supplemental resources or continue using preferred course materials. During the period of the project, all sections offered will utilize the transformation materials. The project lead, who is also a member of the departmental and a university-level assessment committee, will teach these available sections of the course during the Summer 2021, Fall 2021, and Spring 2022 semesters. Data and feedback from the Fall 2021 sections will allow initial qualitative and quantitative measures to be obtained. Based on these measures, revisions will be made for Spring 2022, the final semester of the project. During that time, additional data will be collected and analyzed in preparation of the final report.

Qualitative measures will provide insight into **student satisfaction** of the transformation materials. This feedback will be administered in the form of a survey assessing student experiences with digital textbooks; preference for commercial versus OER course materials; and overall quality with the materials.7 Similarly, a faculty survey will be implemented to provide a qualitative measure of **faculty satisfaction**. Furthermore, students and faculty will be granted the opportunity to use their personal experience to provide suggestions on improvements that may prove beneficial to future sections. These measures will be introduced at the onset and end of the Fall 2021 semester. A **pre-transformation** survey will be administered at the start of the semester. Given that Survey of Chemistry II is the second course in a two-semester sequence and both courses utilize the same commercial materials, this pre-transformation survey will ask students to utilize their experiences with the commercial textbook utilized in the Survey of Chemistry I course. The data collected will be later compared to post-transformation data at the end of the semester. The survey data would continue being used in future courses utilizing the OER materials.

Available or adapted survey questions will be utilized to assess student satisfaction. Examples of student satisfaction survey questions include, but are not limited to:

1. How many terms/semesters have you completed in college?
2. Did you spend any money on textbooks for this course?
   1. If no, why did you not spend any money on textbooks for this course? Select all that all.
   2. If yes, how much did you spend on textbooks for this course?
3. How would you rate the quality of the textbook used for this course?
4. Was the textbook used in this course available to you primarily in digital format?
   1. If yes, what do you think of the digital format of the textbook used for this course?
5. How likely are you to register for a future course that uses an online textbook like the one used in this course?
6. What is your cumulative college grade point average (GPA) on a 4.0 scale?
7. Based on your personal experience with the course materials, what improvements would you recommend to better assist future students?

Quantitative assessment of the project will be performed to measure the effectiveness of the course materials. This data will provide insight into student retention and success in the course. In recent years, the Survey of Chemistry II sections on the Statesboro campus have utilized a common final exam for assessment purposes. Use of this exam would continue throughout this inaugural period. Data obtained during this time would then be compared to previous semesters to gain knowledge into student success and achievement of SLOs. Furthermore, analysis of the DFW rates for each section will be obtained to provide insight into student retention.

In an effort to administer and collect data from students, IRB (Institutional Review Board) approval will be obtained. The IRB application will be submitted during the Summer 2021 term prior to the implementation of transformation materials.

Reference

7 Bliss, T., Robinson, T. J., Hilton, J. and Wiley, D. (2013). “An OER COUP: College teacher and student perceptions of Open Educational Resources”, Journal of Interactive Media in Education, Vol. 1, pp. 1–25.

## 5. Timeline

*This section allows teams to describe how the project will progress from its inception to the Final Report. Please provide a list of major milestones, events, and deadlines, aligned with your Action Plan and the final semester of your project. Include the submission of your Final Report in this list.*

*Do not put this timeline in the form of a table, as it will not transfer well to Google Forms for the official application—a bullet-point list is acceptable.*

**March 2021**

* Complete the Round 19 Kickoff asynchronous training module.
* Attend the synchronous Kickoff Meeting.

April 2021

* Review OER materials that align with course objectives.
* Identify open access resources that align with SLOs.
* Organize materials to develop a course outline.
* Select the low-cost homework system and align it with SLOs.

Summer 2021

* Determine the format of supplemental materials on the GSU library website.
* Create ancillary materials customized to GSU allied health students. This includes videos, PowerPoint slides, lecture guides and worksheets.
* Hire and train UG students on the roles and responsibilities as it pertains to the project.
* Review materials for errors, broken links, and accessibility issues.
* Receive student feedback on developed materials from UG student team members.
* Develop pre-/post-transformation surveys to provide a qualitative measure of student satisfaction with commercial and OER course materials.
* Submit completed IRB application to seek approval for collecting and analyzing student data.
* Create libguides modules containing the newly developed supplemental materials and link to the GSU library website.

**Fall 2021**

* Implement the use of customized libguides materials in both sections of Survey of Chemistry II.
* Administer the pre-transformation survey at the start of the semester. This survey will provide a qualitative measure of student satisfaction with commercial course materials. The PI will not have access to the data until after the semester has ended.
* Administer the post-transformation survey at the end of the semester. This survey will provide a qualitative measure of student satisfaction with OER and customized ancillary materials. The PI will not have access to the data until after the semester has ended.

**December 2021**

* Administer the common final exam to provide a quantitative measure of student success.
* Collect and analyze data from qualitative and quantitative measures.
* Revise developed materials and libguides modules as needed based on instructor and student feedback.

**Spring 2022**

* Implement the customized OER resources. If revisions were made to the libguides materials, they will be utilized.
* Administer the pre-transformation survey at the start of the semester. Data will not be collected nor seen by the Project Lead until after the semester has ended.
* Administer the post-transformation survey at the end of the semester. The PI will not have access to the data until the semester has ended.

**May 2022**

* Administer the common final exam.
* Collect and analyze data from qualitative and quantitative measures to make necessary edits to the developed materials.
* Continue revising libguides and ancillary materials based on student and instructor feedback.
* Prepare and submit the final report to ALG.

**Summer 2022**

* Compile results to disseminate at future professional meetings; STEM Teaching and Learning conferences; and Scholarship of Teaching and Learning (SoTL) conferences.

It is also worth noting that the pre-/post-transformation surveys will continue being administered in future sections of Survey of Chemistry II. Faculty and student feedback will be reviewed continuously to ensure satisfaction and student success.

## 6. Budget

*Please enter your project’s budget below. Include personnel and projected expenses, keeping in mind that this funds the estimated time in your Action Plan. The maximum amounts for the award are as follows:*

* *$5,000 maximum per team member for salary, course release, travel, etc.*
* *Additional project expenses allowed, but must be adequately justified in this section*
* *$30,000 maximum total award per grant*

*Do not put this budget in the form of a table, as it will not transfer well to Google Forms for the official application—a bullet-point list is acceptable. Please keep all funding guidelines from the corresponding RFP in mind.*

Total budget requested: $8,500.

### Budget Details

### Dr. Tanesha Osborne ($5000)

Dr. Osborne will need the compensation during the summer for time spent identifying and aligning resources with SLOs; organizing materials; creating supplemental materials; and developing assessment tools. Additionally, she will be involved in providing leadership and assistance to other team members; analyzing data; and ensuring that materials remain updated.

### Dawn Cannon-Rech ($0)

Dawn Cannon-Rech serves as the COSM library liaison and is employed on a 12-month basis. Hence, no monetary support is being requested.

### Undergraduate Students ($2000)

Two **undergraduate students** will be hired to be involved in the creation and editing of supplemental video resources to ensure accessibility and to assist with administering/collecting anonymous student feedback on the satisfaction of the OER resources. They will be hired to provide 5 hours per week of assistance at a rate of $10 per hour. These students will work 10 weeks during the summer and 10 weeks during the fall.

### Travel ($700)

Funds will be used for costs associated with travel to attend USG or STEM-related conferences.

### Supplies/Materials ($800)

Funds will primarily be used for costs associated with printing and office supplies needed for all team members. Additional costs will include licensing for software and online tools to aid in the development of ancillary materials and content delivery. One such example is licensing for Camtasia to assist in creating and editing videos ($169 for educator license). Licensing for the use of NearPod is another example. Access would be free for student use, but the license would allow the PI to utilize NearPod to assist with the delivery of course content and provide online, interactive formative assessment for students. ($120 for mid-level license).

## 7. Sustainability Plan

*Transformation Grants should have a lasting impact on the course for years to come. In order for this to happen, a Sustainability Plan needs to be in place after the end of the project. Please include here your plans for offering the course in the future, including:*

* *The maintenance and updating of course materials*
* *The commitment of the department(s) or institution(s) to continue the use of affordable materials*
* *Any possible expansion of the project to more course sections in the future*
* *Future plans for sharing this work with others through presentations, articles, or other scholarly activities*

This Transformation Grants project will have a lasting impact on the Survey of Chemistry II course. Transformation materials will be made available to all faculty in the department and utilized by all that teach sections of the course on the Statesboro and online campuses. The project lead serves as the Survey of Chemistry Coordinator for the Statesboro and Online campuses. She is also the point faculty for instruction of this course and will ensure that materials remain updated and fully accessible. This includes confirming that there are no broken links, modifying supplemental materials as the dynamics of the GSU allied health students change; and uploading new material to the libguides repository. Updating the GSU library guides resource will ensure that students and faculty always have access to the current information. There will also be continual reviewing of various sources of open access materials such as, but not limited to LibreText, OpenStax, Merlot, and Khan Academy; to identify materials that would closely align with course objectives or student learning outcomes. Additionally, student and faculty feedback will be monitored and utilized to assist with continually improving and maintaining student satisfaction, retention, and success.

The project also has great potential to grow into additional projects. Contingent upon the feedback and student response from this project, there is a possibility of the project expanding to the Armstrong campus. Furthermore, there is the ability of the project expanding to include the Survey of Chemistry I course.

In the future, it is anticipated that results from the project will be disseminated at varying local, regional, or national conferences focusing on STEM and STEM education.

# Creative Commons Terms

*I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

Yes, I understand these creative commons terms.

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the* [*Request for Proposals*](https://www.affordablelearninggeorgia.org/about/rfp_r18)*.*

Yes, I understand these accessibility terms.

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of the use of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

|  |
| --- |
| *Will E. Lynch, Ph.D.*  *Professor of Chemistry*  *Department Chair*  *Department of Chemistry and Biochemistry*  *Georgia Southern University*  *11935 Abercorn Street*  *Savannah GA 31419* |

# Grants or Business Office Letter of Acknowledgment

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. Applicants will need to provide a short Letter of Acknowledgment stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed letter.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of acknowledgment.*

*Please provide the name and title of the grants or business office representative who provided you with the Letter of Acknowledgment.*

|  |
| --- |
| *Bruxanne E. Hein, Ed.S., M.Ed., C.R.A.*  *Director, Office of Research Services & Sponsored Programs*  *Executive Director, Georgia Southern Research & Service Foundation*  *Georgia Southern University* |