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) | Columbus State University |
| Applicant name | Erick Richman |
| Applicant email  | Richman\_erick@columbusstate.edu |
| Applicant position/title | Physical Activity and Wellness Coordinator |
| 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 | Erick Richman | Richman\_erick@columbusstate.edu |
| Team member 2 |  |  |
| 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*
* *Departmental Scaling Projects*
* *Upper-Level Campus Collaborations*

*Otherwise, put “None.”* ***Collaborative Projects with Professional Support*** ***Student Participation in Materials Development*** |
| Requested Total Amount of Funding*$30,000 maximum total award per grant* | *$5,000* |
| 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.* | *Yes* |

# 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 | KINS 1106  |
| N/A | Course instructors | 8 or more |
| 1 | Average number of students enrolled per section | 30 |
| 2 | Average number of affected course sections scheduled in a summer semester | 7 |
| 3 | Average number of affected course sections scheduled in a fall semester | 15 |
| 4 | Average number of affected course sections scheduled in a spring semester | 15 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 37 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 1110 |
| 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.* | Fit and Well, 14th EditionThomas Fahey and Paul Insel and Walton Roth$131 to purchase via McGraw Hill websitehttps://www.mheducation.com/highered/product/fit-well-core-concepts-labs-physical-fitness-wellness-fahey-insel/M9781264013081.html#buying-options |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $131 (to purchase a physical copy)  |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $131 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $145,410 |

## Course 2

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number |  |
| N/A | Course instructor |  |
| 1 | Average number of students enrolled per section |  |
| 2 | Average number of course sections scheduled in a summer semester |  |
| 3 | Average number of course sections scheduled in a fall semester |  |
| 4 | Average number of course sections scheduled in a spring semester |  |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* |  |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* |  |
| 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.* |  |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* |  |
| 9 | Average post-project cost per student section enrollment |  |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* |  |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* |  |

## Course 3

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number |  |
| N/A | Course instructor |  |
| 1 | Average number of students enrolled per section |  |
| 2 | Average number of course sections scheduled in a summer semester |  |
| 3 | Average number of course sections scheduled in a fall semester |  |
| 4 | Average number of course sections scheduled in a spring semester |  |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* |  |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* |  |
| 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.* |  |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* |  |
| 9 | Average post-project cost per student section enrollment |  |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* |  |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* |  |

## Course 4

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number |  |
| N/A | Course instructor |  |
| 1 | Average number of students enrolled per section |  |
| 2 | Average number of course sections scheduled in a summer semester |  |
| 3 | Average number of course sections scheduled in a fall semester |  |
| 4 | Average number of course sections scheduled in a spring semester |  |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* |  |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* |  |
| 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.* |  |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* |  |
| 9 | Average post-project cost per student section enrollment |  |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* |  |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* |  |

If you have more courses to add, copy the table as many times as needed to complete all courses on the grant.

# Narrative Section

## 1. Project Goals

This project will result in the creation of a new textbook and course preparation for the recently-created course, KINS 1106 – Lifetime Wellness, as part of the Wellness Program’s 2021 overhaul. KINS 1106 will replace PHED 1205 – Concepts of Fitness to better serve student needs for practical health and wellness education, including a greater emphasis on mental health and stress management. This textbook will reflect the needs of Columbus State University students by taking into account the perspectives of various campus professionals (as well as students themselves) and reflecting these perspectives in the development of a new digital textbook and course template. The textbook will consist of existing high-quality OER materials, refined existing OER materials, and original writing. The resulting course design will prioritize scaffolded learning, problem solving, and critical thinking.

**Cost Savings**

Previously, students in PHED 1205 were required to rent or purchase the Fit and Well textbook from McGraw Hill. The textbook is available for short-term rentals, but most students expressed a dislike of the limited-term rental and preferred to purchase the book, resulting in individual student costs ranging from $60 to $130. Given that Wellness courses are a global requirement for Columbus State University undergraduate students, enrollment in PHED 1205 usually averages around 450 students per term, meaning that the move to no-cost materials results in a savings of approximately $58,000 for students each Fall or Spring semester.

**Presentation and Consistency**

In Fall 2020, I moved PHED 1205 courses away from the Fit and Well textbook to a mixture of OER materials that I put together on my own during Summer 2020. Since the materials are pulled from many sources, there is variation in presentation and consistency. This grant would be used to refine these existing materials, research other OER materials, and create additional original materials with insight from the ALG team and other members of the campus community to ensure students in Wellness courses receive the best collection of resources available, in a polished and professional package that has a consistent and clear design theme.

**Impact and Campus Integration**

Given that the Wellness requirement is a mandatory for all undergraduates, the KINS 1106 (as PHED 1205 did) has a great potential for large impact on student wellness and success. The current version of PHED 1205 is the result of my professional perspective; however, the ALG grant will assist me in interviewing a variety of campus professionals and student representatives to ensure their perspectives (such as those of representatives from the Counseling Center, Career Center, and the Diversity and Inclusion Committee, Student Government Association, etc.) are reflected in the course in order to best support our students.

**Pedagogical Transformation**

In the move to an OER version of PHED 1205, I participated in the Faculty Learning Community and my own research into best practices for online courses. This resulted in a complete overhaul of the existing course from being heavily reliant on multiple choice and pre-made (McGraw Hill) activities to a scaffolded course design focusing on building to higher levels of learning. This ALG would assist me in further refining this course approach to emphasize critical thinking, application, and student-centeredness.

**Student Success**

Successful students in KINS 1106 will be equipped to recognize the nine dimensions of wellness (physical, emotional, intellectual, spiritual, occupational, environmental, occupational, and financial) and their relationships to each other, to discuss various related aspects that affect their personal well-being, as well as monitor wellness behaviors in their own life and create action-oriented plans based on those observations. These dimensions encompass a large scope of factors that affect an individual’s ability to live a full life, and require high-quality materials to educate students on each dimension and guide students through making their own conclusions regarding their personal behaviors and approaches to the concepts of health, fitness, and wellness.

## 2. Statement of Transformation

The pandemic has brought a renewed interest in the science of health and wellness. Students face great pressures on their mental health and ability to pursue learning and career success due to many factors. The Wellness Program serves to provide students a place to discuss these many factors that affect their well-being and ability to succeed in their personal and professional goals. “Wellness” is a concept of growing importance in academia, which connects ideas from health science, kinesiology, psychology, sociology, history, economics, and many other fields, in the context of personal well-being. This transformation grant, therefore, has the potential to not only benefit hundreds of Columbus State University students each semester, but other universities that may be looking to add their own low-cost, high-quality Wellness courses that support students at the nexus of all these fields.

Currently, all undergraduate students are required to take PHED 1205 (or transfer in an equivalent credit) as part of the core curriculum at Columbus State University. PHED 1205 now uses a mixture of original and existing OER that I prepared during Summer 2020 to accommodate student needs during the pandemic and remove the costs associated with the Fit and Well textbook. As this course is being discontinued and replaced with KINS 1106 – Lifetime Wellness, I am applying for this grant to gain support and resources for refining and updating these disparate materials into a digital textbook that reflects the specific needs of students on CSU’s campus for use in KINS 1106 with an anticipated distribution for the Fall 2021 semester.

This grant will equip me with the support and resources necessary to recruit the perspectives of a broad variety of campus representatives, including campus mental health and career services professionals, as well as student representatives, to further refine these existing materials and create an updated course template using fully no-cost materials that offers CSU students the most beneficial experience possible.

## 3. Action Plan

I aim to have updated course materials for KINS 1106 ready for distribution to our adjunct instructors for the Fall 2021 semester. This initiative has the following stages:

Stage 1: Campus Perspective Collection

At this stage, I will set up interviews with campus professionals and representatives who have expertise in the nine dimensions of wellness to assist in prioritizing what content to include and the types of various activities and learning tools used in the course based on those professionals’ perceptions of student need. As well, student representatives (such as SGA members and leadership of other student organizations) will be included to ensure the new course is reflective of the needs of the student body. This phase will take approximately 2-3 weeks to identify relevant individuals, conduct interviews, and draw actionable input from these interviews.

Stage 2: Research and Collection of Existing Materials

The current version of PHED 1205 uses multiple chapters from the Georgia Highlands College’s “Concepts of Fitness and Wellness” textbook. However, there are inconsistencies, limitations, and gaps in that existing resource with regard to the intentions and scope of KINS 1106. Other current elements include three chapters on nutrition borrowed from an OER textbook created under California State University’s Affordable Learning Solutions and various web-based resources. Using the perspectives gained from Stage 1 and the resources of the ALG Hero team, I will identify any existing materials that I have not yet found which may be relevant for the course. Doing so will allow me to recognize where high-quality materials exist, where moderate-quality materials may be improved, and where original materials may be necessary to meet the intended learning outcomes and the student needs identified by campus professionals and student representatives in Stage 1.

Stage 3: Creation/Updates of Original Materials

 With the perspectives from Stage 1 and the knowledge from Stage 2, any ‘gaps’ in the intended scope and nature of the course will be filled by the creation of original materials as needed in collaboration with relevant campus professionals and the ALG team.

Stage 4: Refinement of Materials

Using the collected materials from Stage 2 and in collaboration with ALG-linked resources, I will refine these collected materials and integrate them with any original materials with the goal of creating a cohesive and standardized digital “textbook” for the KINS 1106 course (and, of course, for other universities to adopt). I plan to utilize the available resources (including the North Georgia Press, CSU library, and COOL) and my background as a professional writing graduate to ensure that this digital textbook is consistent, polished, and professional, and that it meets student needs for accessibility in conjunction with CougarVIEW’s tools for accessibility. The finalized course textbook will be hosted by Affordable Learning Georgia in addition to being loaded within CougarVIEW for each KINS 1106 section.

Stage 5: Course Design

 With an updated, cohesive textbook, I will reapproach the existing course design with best-practices in mind and the assistance of the Center of Online Learning to create the KINS 1106 course template, which will then be distributed to 5-10 adjunct instructors each term to personalize and use.

## 4. Quantitative and Qualitative Measures

Student success will be measured based on the extent to which students successfully engage with course content, as evaluated by their success in course activities, exams and/or projects. The specific nature of these assessments will be dependent on the results of Stages 1 and 5.

Additional questions will be added to the end-of-course student evaluations to assess the extent to which students feel that the course benefited their overall well-being; mental health; and understanding of healthy behaviors.

## 5. Timeline

**Timeline**

Campus Interviews – Completed by Friday, April 16, 2021

 Actionable Input Plan from Interviews – Ready by April 30, 2021

Existing Materials Review – Completed by May 14, 2021

Refinement of Digital Textbook – Completed by June 18, 2021

Course Package Distribution to Faculty – Delivered no later than August 1, 2021

 Final Report – January 2022

## 6. Budget

$5,000 – Stipend

## 7. Sustainability Plan

The newly created OER textbook will be used in KINS 1106 courses moving forward, representing approximately 30-40 sections of 25-30 students each per year. This is part of the Wellness Program’s initiative to move to free or low-cost materials across our courses, as well as align with USG directives for affordable learning. Elements and information gained from this initiative will also be used to benefit other courses within the Wellness Program. Further updates to the new textbook and course design will be maintained by the Wellness Coordinator and/or other relevant department representatives in future academic terms.

# 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.*

# 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)*.*

# 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.*

|  |
| --- |
| *Clayton Nicks, Department Chair Department of Kinesiology and Health Sciences*  |

# 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.*

|  |
| --- |
| *Erika Cottingham*  |