Affordable Materials Grants, Round 20: Transformation Grants (Fall 2021-Fall 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 20 RFP Page](#).
- The italic text provided below is meant for clarifications and can be deleted.

The Round 20 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on December 10, 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	Addie Martindale
Applicant email	amartindale@georgiasouthern.edu
Applicant position/title	Assistant Professor
Submitter name	Addie Martindale
Submitter email	amartindale@georgiasouthern.edu
Submitter position/title	Assistant Professor

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	Addie Martindale	amartindale@georgiasouthern.edu
Team member 2	Virginia Rolling	vrolling@georgiasouthern.edu
Team member 3	Nikki Cannon-Rech (OER)	dcannonrech@georgiasouthern.edu

Team member 4	Autumn Johnson (Subject Librarian)	autumnjohnson@georgiasouthern.edu
Team member 5	Debbie Walker (CTE)	dwalker@georgiasouthern.edu
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."* *Please note: Departmental Scaling Projects applications require the department to commit to implement the resources for at least the Final Semester of the project.*
Requested Total Amount of Funding *$30,000 maximum total award per grant*	13,100.00
Final Semester of Project	*All Transformation Grants for Round 20 end in Fall 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	FMAD 2230 Social Psychological Aspects of Dress
N/A	Course instructors	Addie Martindale
1	Average number of students enrolled per section	60
2	Average number of affected course sections scheduled in a summer semester	0
3	Average number of affected course sections scheduled in a fall semester	1
4	Average number of affected course sections scheduled in a spring semester	1
5	Total number of course sections scheduled in an academic year *Add up rows 2-4.*	2
6	Total number of student section enrollments per academic year *Multiply row 1 and row 5.*	120
7	Original <u>required</u> 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.*	Social Psychology of Dress Sharron J. Lennon, Kim K. P. Johnson, Nancy A. Rudd publisher list price $100.00 https://www.bloomsbury.com/us/social-psychology-of-dress-9781501330711/
8	Original cost per student section enrollment *Add up the cost of all materials in row 7.*	100.00
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.*	100

| 11 | Projected total annual student savings per academic year
Multiply row 10 and row 6. | 12,000 |

Course 2

Row #	Requested information	Answer
N/A	Course title and number	FMAD 1110 Fashion Fundamentals
N/A	Course instructor	Virginia Rolling
1	Average number of students enrolled per section	75
2	Average number of course sections scheduled in a summer semester	1
3	Average number of course sections scheduled in a fall semester	1
4	Average number of course sections scheduled in a spring semester	1
5	Total number of course sections scheduled in an academic year *Add up rows 2-4.*	3
6	Total number of student section enrollments per academic year *Multiply row 1 and row 5.*	225
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.*	THE DYNAMICS OF FASHION 5th Edition Elaine Stone and Sheryl A. Farnan THE DYNAMICS OF FASHION 5th Edition Elaine Stone and Sheryl A. Farnan publisher list price $130.00 https://www.bloomsburyfashioncentral.com/products/fairchild-books/shop/the-dynamics-of-fashion/paperback-studio
8	Original cost per student section enrollment *Add up the cost of all materials in row 7.*	130

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.*	130
11	Projected total annual student savings per academic year *Multiply row 10 and row 6.*	26,600

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

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

This proposal has 3 primary goals. First, it aims to eliminate student costs associated with students in two foundational courses within the Fashion Merchandising and Apparel Design program FMAD 2230 Social Psychological Aspects of Clothing and FMAD 1110 Fashion Fundamental. The second goal is to curate and develop learning resources that are relevant and beneficial to Georgia Southern University students enrolled in these classes that stay up to date with the ever-changing fashion industry. The third goal is to create a more inclusive and equitable learning environment by involving students in the assessment creation process and ensuring course materials reflect diverse perspectives.

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 course transformation project will impact student success and job readiness by eliminating cost barriers to learning, including students in the course creation process, and providing learning materials that are current and relevant to their career success. FMAD 2230 and FMAD 1110 are both foundational courses in the FMAD program and among the first classes that many students take in the program. They both currently use traditional textbooks and are set up in learning modules with various assignments and quizzes. FMAD 2230 is taught exclusively online

and FMAD 1110 is taught as a traditional lecture in Fall and Spring with an online version taught during the summer. Currently, the textbook for FMAD 2230 Social Psychological Aspects of Clothing is $100 and FMAD 1110 Fashion Fundamental is $130. As previously stated these classes are often taken by students together in the same semester resulting in a cost of $230 for 1 semester. The elimination of the textbook cost for students collectively will result in students' savings of approximately $38,600 a year. Both of the courses proposed to transform are required for the Fashion Merchandising and Apparel Design (FMAD) degree program as well as the minor. They are also courses listed in the Department of Marketing's emphasis in Fashion Merchandising. The courses are also frequently attended by students majoring in interdisciplinary studies, psychology, public relations, business, marketing, graphic design, theater, and interior design. Therefore the transformation of this course will extend beyond just one program.

The Fashion Merchandising and Apparel Design program at Georgia Southern University has unique demographic characteristics that make enhancing courses to make them more affordable necessary. Forty-eight percent of students enrolled in the program are students of color and 89.9% are female. These populations are more often impacted by the financial burdens of course materials. As we work to create a University that is more inclusive and diverse, creating classes that reduce barriers is sure to have a positive impact. This will be the first ALG grant application from this program and the successful implementation of this project will serve as an example to others to create courses with low cost or no cost. Additionally, I would like to note that the FMAD program has seen growth in student enrollment over the last few years and this is expected to increase.

By developing a curriculum that uses a combination of relevant open educational resources and other resources freely available to students including library subscriptions the instructors can ensure content stays up to date with this fast-moving field of study. The incorporation of this current knowledge will have a significant impact on career readiness. Fashion Merchandising and Apparel Design scholarship of teaching and learning research has indicated that the incorporation of various media and educational resources into course curriculums significantly enhances student knowledge of the textile and apparel industry (Baytar &Ashdown, 2014; Lee et al. 2017)

It is important to the instructors to create course content that is inclusive and diverse therefore we want to engage students in the creation of their courses. Students will be involved in the development of exam questions and study guides. This will provide them with agency over their learning and help the instructors to understand the content that is most relevant to the student population. This type of inclusion has been found to increase student interest in learning and the overall comprehension of the material(Bovil, C. 2013). Partnering with students on course material creation has also been found to help students feel included in the class and provide for a wider range of diverse experiences that could influence student learning (Harrington, Flint, & Healey, 2014). The second is to evaluate the new course materials selected to ensure that they represent the makeup of the call. The fashion industry including textbook publications has been identified as not including individuals from a variety of ethnic and racial backgrounds, sexual

orientations, as well as being discriminatory of varied body types and abilities (Ready-Best et al. 2018).

Baytar, F., & Ashdown, S. B. (2014). Using video as a storytelling medium to influence textile and clothing students' environmental knowledge and attitudes.International Journal of Fashion Design, Technology and Education, (1),31–41. https://doi.org/https://doi.org/10.1080/17543266.2013.864339

Bovill, C. (2013). Students and staff co-creating curricula: An example of good practice in higher education. The student engagement handbook: Practice in higher education, 461-475.

Harrington, K., Flint, A., & Healey, M. (2014). Engagement through partnership: Students as partners in learning and teaching in higher education.

Lee, Y., Ghalachyan, A., Hwang, C., & Karpova, E. (2017). International Textile and Apparel Association Annual Conference. In International Textile and Apparel Association Annual Conference Proceedings. Iowa State University Digital Press. https://iastatedigitalpress.com/itaa/article/1835/galley/1708/view/.

Reddy-Best KL, Choi E, Park H. Race, Colorism, Body Size, Body Position, and Sexiness: Critically Analyzing Women in Fashion Illustration Textbooks. Clothing and Textiles Research Journal. 2018;36(4):281-295. doi:10.1177/0887302X18779140

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.*

Instructor Roles

Addie Martindale will transform FMAD 2230 and Virginia Rolling will transform FMAD 1110. The instructors have determined in order to achieve a high level of content for their courses that they will devote 6 hours per week in the spring semester (96 hours each) and 24 hours each week during summer Term A (96 hours each). Additionally, they will devote 6 hours per week in the fall semester (96 hours each) to completing the project. Both professors will a) work with Library Services to create a Library Guide that will meet the objectives of project goals 1, 2, and the second part of goal 3 and b)work with students to achieve the first part of goal 3 by having students create test bank questions as well as study guides, which are explained further below.

FMAD 2230 is an online class that is taught in the Fall and Spring semesters. FMAD 1110 this course is taught either online or in-person during Fall, Spring, and Summer terms. Since both of these courses are taken as foundational courses and lay the groundwork for upper-level coursework for majors as well as being offered as an elective for non-majors to possibly switch their majors. These courses need to be more attractive with no textbooks options that incorporate a variety of ORE resources and library subscriptions that create a current dynamic course that reflects diverse perspectives and incorporates student-created resources.

1) By working with Library Services to create the Library Guide, will allow students to access the same content, without cost to them, that is quality information for their education.
    a) Addie Martindale proposes to focus on pertinent and relevant topics for Social Psychological aspects of clothing (see libguide topics below). Scholarly journal readings of current research pertaining to topics in the course will be utilized as well as popular press articles. In addition, the instructor will utilize the wide variety of documentaries available through the university library and additional library resources such as Berg Fashion Library and Fashion Snoops. Information from books will be used as needed within Fair Use Law.
    b) Virginia Rolling proposes to focus on the key sectors of the fashion industry (see libguide topics below). Content will be sourced through OER resources available through the library including Berg Fashion Library, Women's Wear Daily, and Fashion Snoops with some book content used at a small percentage within Fair Use law. Additionally. documentaries available through the library as well as current popular press fashion articles that can be open;y accessed on the internet.
    c) As students greatly desire video content more than reading material according to Dennen and Bagdy (2019), both professors propose to supplement learning written content with select video content that can be recorded in YuJa for continuous access regardless of future video link removals from the internet in order to increase student engagement. Therefore, more current videos along with only pertinent digitized text readings should help alleviate student issues with cost, convenience, and perceived need associated with required textbooks (Dennen & Bagdy, 2019).
2) Furthermore, students will have a first-hand opportunity to contribute to their own learning by creating test banks and study guide resources. Student-generated content will help ensure that these materials are more student-friendly and deemed by students as important content towards reaching learning goals. According to Wiley et al. (2017), grade improvement was an important outcome of additional student-created open educational resources (OER) applied to course content. Furthermore, student-created cheat-sheets (or exam study guide notes) can also be used during exams to help a) eliminate the need for students to refer to a textbook on exams (especially in a textbook less class) and b) prepare students for the exam through the act of organizing course content leading towards potentially combatting anxiety, reducing cheating, and

increasing reasoning rather than mere memorization for the purpose of improved student exam performance (De Raadt, 2012).

References:

Dennen, V.P., & Bagdy, L.M. (2019). From proprietary textbook to custom OER solution: Using learner feedback to guide design and development. Online Learning, 23(3), 4-20.

De Raadt, M. (2012, January). Student-created cheat-sheets in examinations: impact on student outcomes. In *Proceedings of the Fourteenth Australasian Computing Education Conference* (Vol. 123, pp. 71-76).

Wiley, D., Webb, A., Weston, S., & Tonks, D. (2017). A preliminary exploration of the relationships between student-created OER, sustainability, and students' success. *The International Review of Research in Open and Distributed Learning*, *18*(4).

Currently Identified Existing Open, No Cost Materials

Open Access No Cost Online Materials	No Cost to Student Library Subscriptions
Fashionnetwork.com http://www.fitnyc.edu/museum https://www.metmuseum.org/ https://www.vam.ac.uk/ Buisnessoffashion.com Business of Fashion Podcast	Fashion Snoops Berg Fashion Library Business Market Research Flipster Global News Stream IBISWorld New York Times Women's Wear Daily Taylor and Francis Online Films on Demand Sociology Collection

Library Guides: The course materials will be located in library guides (libguide) that will be accessible through the Georgia Southern University library website. Each course will develop its own libguide. The libguides will be managed on a specially designed easy to access platform that is designed for librarians. The professors will work closely with their Librarian Autumn Johnson on the creation of these guides to ensure that they are easy to use.

Instructional Design: Both course syllabi will be altered to replace the textbook and will have all pertinent information including articles, book chapters, videos, and other media.

Course Curriculum refinement: The metrics from the lib guides will be closely monitored to determine what resources are being used and at what frequency. Adjustments will be made based on this information.

Support Team Roles:

Nikki Cannon-Reach OER Librarian will help with proper licensing, check for any OER or public domain materials that may be available.

Autumn Johnson Subject Area Librarian will help design the library guide. Ensuring Visual appeal and making sure elements meet accessibility requirements.

Deborah Walker from the Center for Teaching Excellence will ensure pedagogical soundness of course design (especially since both courses have online sections).

Library Guide Content

FMAD 2230

- Tab: Introduction to Dress
  - Overview of theories, introduction to research, nonverbal communication of dress and Postmodernism in Fashion
- Tab: Fashion and Status
  - Power dressing, symbolism, Dressing for politics, and dress inequity
- Tab: Fashion and the Body
  - Body image, eating disorders, body modifications, and body inclusivity
- Tab: Fashion and Gender
  - LGBTQA+, Modesty, Beauty Bias
- Tab: Fashion, Race, and ethnicity
  - Cultural appropriation and racism and oppression related to dress
- Tab: Dress Codes
  - School and work dress codes
- Tab: Life Stages and Fashion
  - Dress for life's milestones, the aging body, the pregnant body, and babies and children
- Tab: Fashion and Fantasy
  - Costumes, cosplay, virtual clothes, and subcultures

FMAD 1110

- Tab: Mens' Apparel
  - History of the Men's Apparel Industry, Industry Trends, Merchandising, and Marketing
- Tab: Womens' Apparel
  - History of the Women's Apparel Industry, Organization and Operation of Women's Apparel Industry, Merchandising, and Marketing
- Tab: Children's and Teens' Apparel
  - History of Children's Apparel Industry, Role of Fashion in Children's and Teens' Wear
- Tab: Fashion Careers
  - Advertising, Publicity, Public Relations, Visual Merchandising, Buying

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.*

Upon receipt of the grant, IRB approval will be sought to assess the impact of the work. Qualitative and basic quantitative analysis will be used. Data for qualitative analysis will be collected from course evaluations and student reflections. This analysis will provide a deeper understanding of the students' experiences in the transformed class and the data will be coded for emergent themes. Quantitative analysis will be completed on course completions, student online platform engagement (platform logins and content views), and Library guide analytics which will be connected to Google analytics to record additional usage.

A pre- transformation survey will be distributed in mid-semester Spring 2022 to the class sections currently using the paid-for text. The pre-transformation will also ask questions that will inform the materials that are being developed.

Pre-Transformation survey (adapted from ALG grant 553)

1. Did you purchase the textbook for this course?

2. Approximately how often did you use the course text(s)?

   a. Never
   b. 1-3 times
   c. once a month
   d. 2-3 times per month

   e. once a week
   f. 2-4 times per week
   g. 5-9 times per week
   h. 10+ times per day

3. Approximately how much did you pay for the course text?

4. What were the benefits of using a textbook in this course?

5. What were the constraints/weaknesses of using the textbook in this course?

6. Do you think that the textbook represents diverse perspectives? If not, how do you think it should be changed?

7. What other comments regarding the textbook in this course?

8. Do you prefer to read text or watch videos to receive course content? why?

9. Would you be interested in audio lectures?

10. What would be your ideal way to receive course content in an online course?

11. What would be your ideal way to receive course content in an in-person course?

Post-Transformation survey (adapted from ALG grant 553)

1. Did you access the library libguide for this course?

2. Approximately how often did you use the libguide?

a. Never	e. once a week
b. 1-3 times	f. 2-4 times per week
c. once a month	g. 5-9 times per week
d. 2-3 times per month	h. 10+ times per day

3. Approximately how much did you save not purchasing a textbook?

4. What were the benefits of using a libguide in this course?

5. What were the constraints/weaknesses of using the libguide in this course?

6. Do you think that the content of the course represents diverse perspectives? If not, how do you think it should be changed?

7. What other comments regarding the libguide in this course?

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.

Fall 2021

- Notification of Grant Approval

Spring 2022
  - Review and selection of free, online materials available on the OER websites such as OpenStax, Merlot, and other relevant websites.
    - Survey FMAD 2230 and FMAD 1110 course related to textbook and course content
    - Dr. Martindale and Dr. Rolling will work with Nikki Cannon-Rech and Autumn Johnson to develop a shell for the Library Guide
    - Dr. Martindale and Dr. Rolling will be trained on Library Guides
    - Development of libguide materials will start

Summer 2022
  - Generation of new materials for Fall 2022 course section.
  - Development of libguide materials will be completed

Fall 2022
  - Implementation of new materials
  - Survey FMAD 2230 and FMAD 1110 course related to the Libguide
  - Analyze Results of the survey

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.

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.

Dr. Addie Martindale, $5000: Dr. Martindale will work with Nikki Cannon-Rech, an Affordable Learning Grant and Open Education Resource librarian, and Autumn Johnson Area Librarian to develop the Library Guide shell. Dr. Martindale will curate and develop teaching and learning resources, plan the assessment tools, and disseminate new materials on GSU libguides. Additionally, Dr. Martindale will ensure all the data from FMAD 2230 and FMAD 1110 are analyzed and report the findings.

Dr. Virginia Rolling, $5000: Dr. Rolling will work with Nikki Cannon-Rech, an Affordable Learning Grant and Open Education Resource librarian, and Autumn Johnson Area Librarian to develop the Library Guide shell. Dr. Rolling will curate and develop teaching and learning resources, plan

the assessment tools, and disseminate new materials on GSU libguides. Additionally, Dr. Rolling will assist with analyzing all the data from FMAD 1110 and report the findings.

Undergraduate Student Assistant, $2880: 1 UG student will be hired for 12 weeks in the fall of 2021 and 1UG student will be hired for 12 weeks in spring 2021 for 10 hours per week at 12 dollars per hour to assist in creating assessments and materials. UG Student assistant will provide assistance in creating the Library guide. UG Student assistants will also provide support to students in the course that are participating in the development of test questions. The undergraduate Assistant will also review the libguide and provide feedback to the professors on its ease of use from the perspective of an undergraduate.

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*

The Library guides will be updated each semester to make sure that all content is up to date with the changing landscape of Fashion Merchandising and Apparel Design. To prepare for any instructor change in the course Dr. Martindale and Dr. Rolling will provide their colleagues in FMAD with information on how to access and edit the libGuides created and provide them access to all materials developed. Student evaluations of FMAD 2230 and FMAD 1110 will be continually evaluated to ensure that any libguide or course content needs to be enhanced or changed. The Libguide and digital commons analytics will also be continually monitored for student usage and engagement.

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.

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.

Dr. Beth Myers, Chair, School of Human Ecology

Grants or Business Office Acknowledgment Form

Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. All applicants will need to provide a signed Acknowledgement Form, the template for which is linked on the RFP page, 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 form.

In the case of multi-institutional affiliations, all participants' institutions must provide this form.

Please provide the name and title of the grants or business office representative who provided you with the acknowledgement form.

Sarah Woody, Grant Coordinator, Office of Research Services