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](https://www.affordablelearninggeorgia.org/about/rfp_r20).
* 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 Highlands College |
| Applicant name | Bronson Long |
| Applicant email | blong@highlands.edu |
| Applicant position/title | Professor of History |
| 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 | Bronson Long | blong@highlands.edu |
| Team member 2 | Jayme Feagin | jfeagin@highlands.edu |
| Team member 3 | Jeff Brown | jbrown@highlands.edu |
| Team member 4 | Brian Armstrong | barmstro@highlands.edu |
| 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*   Collaborative Projects with Professional Support applies for this project  *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* | $13,764.00 |
| Final Semester of Project | *All Transformation Grants for Round 20 end in Fall 2022.*  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.* | *Yes/No*  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 | HIST 2500 |
| N/A | Course instructors | 1 |
| 1 | Average number of students enrolled per section | 30 |
| 2 | Average number of affected course sections scheduled in a summer semester |  |
| 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.* | 60 |
| 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.* | [*History of Medicine: A Scandalously Short Introduction*](https://www.amazon.com/History-Medicine-Scandalously-Short-Introduction/dp/1487509170/ref=sr_1_4?crid=2ZAULAXOSXLQJ&dchild=1&keywords=history+of+medicine&qid=1635615675&qsid=136-7527029-1111024&s=books&sprefix=history+of+medicine+%2Cstripbooks%2C152&sr=1-4&sres=1487509170%2C0521682894%2C1465453415%2C0393319806%2C019921543X%2C0399159959%2CB0876HKXPB%2C0802095569%2CB07FCPL7WB%2C147251257X%2C1524743704%2CB07NQLFZWQ%2CB01M22JWKP%2C1883937752%2C0890512485%2C1681883813%2C0071741399%2CB082XHP3YJ%2C0199668396%2C1526751690&srpt=ABIS_BOOK)by Jacalyn Duffin(49.95)  [*Epidemics & Society* by Frank Snowden](https://www.amazon.com/Epidemics-Society-Black-Present-Courses/dp/0300256396/ref=sr_1_1?dchild=1&keywords=epidemics+and+society+snowden&qid=1635517773&qsid=136-7527029-1111024&s=books&sprefix=epidemics+%26+Society%2Cstripbooks%2C73&sr=1-1&sres=0300256396%2C1684426731%2C1594206155%2C0195042379%2C0228009057%2C0143036491%2CB07QJ4969N%2C9493261387&srpt=ABIS_BOOK) (17.99) |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $67.94 |
| 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.* | $67.94 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $4076.40 |

## Course 2

|  |  |  |
| --- | --- | --- |
| Row # | Requested information |  |
| N/A | Course title and number | HIST 2400 Economic History |
| N/A | Course instructor | Dr. Bronson Long |
| 1 | Average number of students enrolled per section | 30 |
| 2 | Average number of course sections scheduled in a summer semester | 0 |
| 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.* | 2 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 60 |
| 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.* | Larry Neal and Rondo Cameron, *A Concise Economic History of the World:*  *From Paleolithic Times to the Present*, 5th Edition. Oxford University Press, 2015.  New paperback listed on Amazon at $112.00  https://www.amazon.com/Concise-Economic-History-World-Paleolithic/dp/0199989761/ref=sr\_1\_1?crid=2Q2JL6X0TUK4K&dchild=1&keywords=a+concise+economic+history+of+the+world&qid=1634927820&qsid=137-1894023-9335120&sprefix=A+Concise+Econo%2Caps%2C117&sr=8-1&sres=0199989761%2C0195074467%2CB00CCNM1A0%2C030023452X%2CB07XCFPS6S%2C0140280197%2C1620972824%2C1101970359%2CB001EQ4OLA%2C014311137X%2C145552302X%2C1735104817%2C0525576711%2C0645133809%2C025208358X%2C1949572056&srpt=ABIS\_BOOK  Robert L. Heilbroner, *Teachings from the Worldly Philosophy* (W.W. Norton:  New York, 1997).  New paperback listed on Amazon at $18.95  https://www.amazon.com/Teachings-Worldly-Philosophy-Robert-Heilbroner/dp/0393316076/ref=tmm\_pap\_swatch\_0?\_encoding=UTF8&qid=1634929719&sr=8-1 |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $130.95 per student x 30 students=$3,928.50 per section |
| 9 | Average post-project cost per student section enrollment | The post-project materials for this class will consist of free lecture videos, supplementary  materials (free primary source documents, etc.) and the assigning of a low-cost textbook  namely, Philip Coggan, *More. A History of the World Economy from the Iron Age to*  *the Information Age* (New York: Hachette Book Group, 2020), $16.49 paperback on  Amazon: <https://www.amazon.com/More-History-World-Economy-Information/dp/161039982X/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1634927593&sr=8-4>    $16.49 per student x 30 students per section=$494.70 |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $114.46 per student x 30 students= $3,433.8 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $6,867.60 |

Total Student Savings per academic year for proposed grant: $10,944

# 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.*

Since Fall 2018, many historians at Georgia Highlands College (GHC) have utilized a series of video lectures as their textbooks for World Civilization I and World Civilization II. These videos were filmed as part of the Open Educational Resources (OER) materials created for these classes with Round 10 ALG funding. Beginning in the summer of 2021, ALG funding from round 18 was used to take transcribed texts of the video lectures and turn them into a written textbook (PDF) for students who prefer that to video lectures. Dr. Feagin and Dr. Long were heavily involved as faculty experts on both of these projects.

Dr. Feagin and Dr. Long aspire to use the lessons learned from these projects to create OERs for two new history courses approved at GHC in July 2021, namely HIST 2400: Economic History, which Dr. Long will teach, and HIST 2500: Medical History, which Dr. Feagin will teach. Both of these courses were approved for inclusion into Area F. However, in the fall of 2021, Dr. Long and Dr. Feagin will apply to the USG Council on General Education to also include these courses in Area E as a Social Sciences elective for Business and Health Sciences students respectively. As Georgia Highlands College is a state college, the Schools of Business and Health Sciences, which have several four-year degree programs with strong enrollment in high-demand fields, are particularly important. The School of Business and Professional Studies has enthusiastically approved HIST 2400: Economic History as the preferred Area E course for its students, while the School of Health Sciences has offered very strong support for HIST 2500: Medical History as an Area E elective for its students. Although both HIST 2400: Economic History and HIST 2500: Medical History are open to all GHC students, they will particularly provide relevant Social Sciences courses to Business and Health Sciences students.

Traditional textbooks that are typically assigned for these courses at other colleges and universities are expensive. Because GHC’s student body is heavily comprised of low-income, first-generation, and non-traditional students, OERs are invaluable tools for student success. Moreover, the sorts of OER materials that these two courses will utilize are in line with the educational principles of Universal Design for Learning (UDL). These principles stress equal opportunity for all students as well as affordable, flexible, and accessible materials that remove obstacles to student success. (Anne Meyer, *Universal Design for Learning: Theory and Practice*, <https://www.cast.org/products-services/resources/2014/universal-design-learning-theory-practice-udl-meyer>) For GHC students, high costs and inconvenience in obtaining class materials are among their biggest barriers to success.

Besides cost and accessibility, UDL encourages instructors to offer course materials in multiple formats that appeal to diverse learners. This provides students with more than one way to interact with the materials and thus increases their motivation to learn. For this project, Dr. Long will film a series of short lecture videos on Economic History, while Dr. Feagin will film a series of short lecture videos on Medical History. In addition, they will both film several “crossover” lecture videos that both courses will utilize. For instance, Dr. Long will make a lecture video on the history of health insurance, while Dr. Feagin will make a lecture video on the economic Impact of the Bubonic Plague. These “crossover” videos are innovative in that they will force students to consider either Economic History or Medical History from a different angle. Moreover, with the “crossover” videos, Dr. Long and Dr. Feagin will effectively serve as guest lecturers in each other’s classes, bringing new perspectives into individual classrooms. Although experience from World Civilization I and World Civilization II shows that most students prefer the lecture videos, Dr. Long and Dr. Feagin will also take the scripts of their lecture videos and transform them into a written version for the minority of students who prefer to read rather than watch a video.

In essence, Dr. Long and Dr. Feagin will use the lessons learned from the transformation of World Civilization I and World Civilization II to more efficiently create OER materials for Economic History and Medical History that are pedagogically innovative and reach a very broad range of students from the outset. We envision that the OER materials for Economic History and Medical History will greatly assist with student engagement as we teach these new courses for the first time in the fall of 2022. This in turn will help them gain traction at GHC and become successful for years to come. Our ultimate goal is to use the OER materials for these new courses to assist Georgia Highlands College’s efforts to attract, retain, and graduate students, especially in high-demand fields in northwest Georgia such as Business and Health Sciences.

## 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.*

As noted above, this course design team is requesting $13,764.00 in ALG funding to assist in the development of two new history courses at GHC. Both courses will be offered online during the fall and spring semesters of each academic year beginning in Fall 2022. The addition of these courses to the history curriculum supports GHC’s strategic plan, which focuses on helping students in our region achieve high-quality, low-cost associate’s and targeted bachelor’s degrees in a flexible student-centered environment. Building the courses on OER learning materials, and using pedagogical best practices to do so, will help control costs, improve student success, and aid in efforts to promote retention, progression, and graduation, a key goal of the USG. GHC has been at the forefront of the USG’s expansion of OER usage, and this project will continue that trend, with an annual savings of $10,944 for GHC students.

Though the initial student population is small, the design team also believes that the impact on student success at GHC and in the USG will go far beyond the 120 students affected in the HIST 2400 and 2500 classrooms each academic year for several reasons:

First, these courses are designed to meet the scholarly and career interests of a significant percentage of GHC students, which is promising for future growth. In particular, these courses target health sciences and business students (in addition to history and history education students) by offering a course option for developing students’ ability to think historically. These courses will have the same student learning outcomes as those assessed in traditional history survey courses; the difference is that these historical thinking skills will be developed using content that is more immediately useful in their future careers. The medical history course will examine the broad impact of pandemics such as the Black Death, the Spanish Flu, and Covid-19 on the societies that experienced them, for example, while in economic history, students will explore the impact of industrialization, globalization, and the “Information Age” on businesses, workers, and societies. Grounding students in the history of their chosen career has multiple benefits for the students, GHC, and the citizenry of the state of Georgia more broadly. Moreover, this close connection between what students are learning and their chosen career should increase student buy-in and commitment to success. Success in this endeavor would lead to increased offerings and consequently increased savings for Georgia students.

Second, at the heart of this proposal is an innovative project that brings together parts of the college (history faculty and Digital Media Services) that are typically kept separate. As subject matter experts, Dr. Long and Dr. Feagin have a great deal of knowledge about economic and medical history. Combining their expertise with the technical and creative expertise of Digital Media Services will result in engaging materials that capture student attention and increase opportunities for learning.

You can find an example of our collaborative work here: <https://youtu.be/Ouv2cdsROb4>.

Third, combining these innovative videos with the principles of Universal Design for Learning will ensure that all students have resources to help them learn the material. As stated in the team’s forthcoming article, “[t]ailoring the curriculum to each individual student might be impossible in the current state of higher education, with funding low and class sizes high, but what is possible is the construction of courses with intentional flexibility, so that students can tailor the course material themselves. This allows students to choose from a variety of resources to suit their learning needs and preferences, while still accomplishing clearly defined learning outcomes. The goals are absolute; the means are flexible” (Feagin and Long, “Transforming History Survey Courses with OERs: The Case Study of Georgia Highlands College, 2016-2021,” *Journal of the Georgia Association of Historians*. Forthcoming 2022).

Moreover, the results of GHC’s early forays into UDL-designed master courses have been promising. Of the two history sections piloted during the Summer 2021 launch, the DFWI rate was 11%, a solid improvement over the 19% average DFWI rate during the prior two academic years. Building on this success, and applying these principles to new classes is a good way to “scale up” the impact of innovative, effective, cost-conscious course redesign, such as that facilitated by ALG.

Finally, looking beyond the impact this project will have on GHC, Dr. Long and Dr. Feagin have historically been delighted to share their experience with OERs and ALG with other University System of Georgia (USG) faculty. They presented their work at the Gordon State College Teaching and Learning Conference in 2018 and have two peer-reviewed articles that will be forthcoming in 2022. Their case study “HIST 2111 (American History to 1877) Course Redesign at Georgia Highlands College” has been accepted for publication in the Gardner Institute’s *G2C Case-Study Anthology, vol. 2*, and their article “Transforming History Survey Courses with OERs: The Case Study of Georgia Highlands College, 2016-2021” will appear in the 2022 issue of the *Journal of the Georgia Association of Historians.* Moreover, Dr. Long and Dr. Feagin have been accepted to participate in a roundtable discussion at the Georgia Association of Historians (GAH) annual conference in Athens, Georgia in February 2022 entitled “The Problem with OER and How to Liberate Your Students from Textbooks Now.” Drs. Long and Feagin plan to stay for the entirety of the GAH conference and would also be glad to speak to interested faculty on an individual basis about OERs in general and ALG specifically. Finally, Dr. Long and Dr. Feagin hope to participate in the USG’s Teaching & Learning Conference in March or April of 2022. They believe that sharing their work and research with all interested faculty is key to improving student outcomes across the state of Georgia.

## 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 design team has not identified any available OER textbooks for either Economic History or Medical History; thus, this project will center on creating new OER materials for HIST 2400: Economic History and HIST 2500: Medical History. To that end, the following team members will perform the following tasks:

**Dr. Bronson Long, Faculty Team Member**:

* Write scripts for 16 videos in Economic History and 3 “crossover videos”: 76 hours
* Film 19 lecture videos at GHC Digital Media services: 8 hours
* Transform the text of the videos into a PDF, complete with section headers, key terms, images, and review questions: 8 hours
* Build the D2L site for Economic History, including the lecture videos, PowerPoint slides, primary sources, assignments, and other materials: 24 hours
* Set up the Weebly website: 15 hours
* Present experiences with ALG-funded OER material at Georgia Association of Historian conferences, February 2022: 5 hours (1.5 hours for roundtable + 3.5 hours for prep)
* Total: 136

**Dr. Jayme Feagin, Faculty Team Member**:

* Write scripts for 12 videos in Medical History and 3 “crossover videos”: 60 hours
* Film 15 lecture videos at GHC Digital Media services, commute time to Rome, Georgia: 12 hours
* Transform the text of the videos into a PDF, complete with section headers, key terms, images, and review questions: 7 hours
* Build the D2L site for Medical History, including the lecture videos, PowerPoint slides, primary sources, assignments, and other materials: 26 hours
* Present experiences with ALG-funded OER material at Georgia Association of Historian conferences, February 2022: 5 hours (1.5 hours for roundtable + 3.5 hours for prep)
* Set up the Weebly website: 15 hours
* Create LibGuide for sharing teaching resources not available on Weebly site: 5 hours
* Total: 130

**Jeff Brown, Director of Digital Media, Principal Photographer:**

* Arrange scripts for video teleprompter: 17 hours
* Record Dr. Long and Dr. Feagin’s lecture videos: 25 hours
* Review the lecture videos and the editing work of Brian Armstrong: 40 hours
* Purchase, install, and maintain RAID hard drive and video equipment for this project: 12 hours
* Total hours: 94 hours

**Brian Armstrong, Video Specialist, Principal Editor:**

* Assist Jeff Brown in the studio with recording of videos: 12 hours
* Edit the lecture videos utilizing a Mac environment with Adobe software: 80 hours
* Upload the lecture videos onto YouTube and Weebly site: 17 hours
* Total: 109 hours

**Total hours of work: 469**

After completion, the lecture videos and PDF transcripts will be hosted on YouTube, two Weebly sites created for these courses, and on D2L, making them free and accessible in multiple formats to both GHC students and the general public. Likewise, they will be created under a CC-BY license, so there are no copyright issues. The GHC history team will maintain and adjust these sites in the future as needed to retain their general accessibility.

## 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 assessment plan for these new classes and for this ALG project, if funded, will include three parts:

* **Student Learning Outcome Assessment:** Since the proposed courses fit into the existing General Education/Core Competencies curriculum at GHC, students in both courses will be assessed using a common quiz format. In this 5-question multiple-choice quiz, students are provided with an excerpt from a primary source and then asked to identify the following categories of analysis for that document: audience, context, purpose, significance, and credibility as a historical source. Though the primary sources differ from course to course, the use of a common question set provides historians at GHC with useful data regarding student development of historical thinking skills. Adopting this same model in HIST 2400 and HIST 2500 will ensure that the learning material in these more specialized courses is helping students develop their historical thinking skills, just as they do in the other history survey courses.
* **DFWI Rate:** For this course, the team will track DFWI rates to assess student success using the materials. Because these are new courses, there is no specific historical data for comparison, but we will examine the results in the context of broader history courses at GHC. Working with the Georgia Highlands College Office of Planning, Accreditation, and Research, we will break down the data according to demographic criteria (namely race, gender, first-generation status, and Pell Grant status) and track the data over time to ensure that we are providing high-quality materials and opportunities for success to all students.
* **Survey:** Finally, in teaching these courses, instructors will conduct student surveys for the course material. Students will be asked to identify the extent to which having OER materials available influenced their selection of this course, which of the materials they used in this course (since the UDL-process involves providing students with multiple versions of the material to suit their learning needs and preferences), which they found most helpful in contributing to their success, and what suggestions they have for improvement.

## 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.*

# **Timeline**

|  |  |
| --- | --- |
| 9/6/21 | List of Videos for Digital Media Services (DMS) Production (completed) |
| 10/4/21 | Interest Meeting for Grant Application (attended) |
| 11/1/21 | Due date for ALG Grant Application  Round 20 (Fall 2021 - Fall 2022) |
| November 2021 - January 2022 | Subject Matter Experts (SME): Script Writing for Videos  Digital Media Services (DMS): Create video intro and outro for each course |
| February - March 2022 | Video Filming at DMS |
| April - August 2022 | DMS: Video Editing (in order of use in class)  Due Date for Video Editing   * Goal: 7/31 * Absolute: 8/15     SME: Build Courses in D2L |
| Fall 2022 | Teach Courses, Run Surveys, Compile Data |
| December 2022 | Submit Final Report |

## 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*

**Personnel:**

Jayme Feagin, Faculty Member, salary + travel: $3,608.00

Bronson Long, Faculty Member, salary + travel: $3,552.00

Jeff Brown, Director of Digital Media, salary: $3,000.00

Brian Armstrong, Video Specialist, salary: $3,000.00

**Equipment:**

RAID hard drive: $604.00

**Total Budget:** $13,764

## 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*

Digital Media Services will provide the expertise and equipment needed to shoot and edit the video lectures associated with the grant for both HIST 2400: Economic History and HIST 2500: Medical History. The location for recording will be the GHTV studios located at GHC’s Heritage Hall Campus in Rome, Georgia. State-of-the-art digital equipment and cameras will be used to ensure high-quality results. Editing will utilize a Mac environment with Adobe software. In terms of sustainability, the proper storage of the mastered video lectures and project files is required. In order to provide a safe environment with internal backup with a five-year warranty on data recovery, a RAID hard drive will be used. The RAID will serve as the working hard drive during the video recording and editing stages and as the storage for the completed video lectures.

Besides the original masters housed at Digital Media Services, the lecture videos will be uploaded to YouTube and linked on the course D2L sites for both storage and student viewing. Moreover, other materials for the course such as primary source documents, PowerPoint images, and assignments will live in the D2L sites for these courses. The lecture videos will be filmed using scripts written by Dr. Feagin and Dr. Long. Because these scripts are verbatim texts of the lecture videos, they will also be turned into a written version (PDF) of the lectures for students who need or prefer to read rather than watch a video. These PDFs will be loaded onto the D2L sites for these courses, while both the PDFs and links to the videos will live on a Weebly site as another backup.

You can see an example of one of the video lecture pages we built for World Civilizations I: <https://ghcworldhistory.weebly.com/africa-in-the-old-world-system.html>

Teaching materials not on the Weebly site (discussion questions, test banks, primary sources, and other learning activities) will be housed in a LibGuide that is accessible to all (test banks by request and verification of instructor status).

# 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.*

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| *Dr. Alan Nichols*  Academic Dean, School of Social Sciences & Business |

# 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.*

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| Krissy Shanahan  Grants Coordinator, GHC Business Office |