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) | Kennesaw State University |
| Applicant name | Daniel Farr |
| Applicant email  | Dfarr4@kennesaw.edu |
| Applicant position/title | Senior Lecturer of Sociology |
| Submitter name  | Daniel Farr |
| Submitter email  | Dfarr4@kennesaw.edu |
| Submitter position/title | Senior Lecturer of Sociology |

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

| Team member | Name | Email address |
| --- | --- | --- |
| Team member 1 | Daniel Farr | Dfarr4@kennesaw.edu |
| Team member 2 | Wendell Johnson | Wjohn129@kennesaw.edu |
| Team member 3 | Tanja Link | Tlink1@kennesaw.edu  |
| Team member 4 | Brian Starks | bstarks@kennesaw.edu  |
| Team member 5 | Evelina Sterling | esterlin@kennesaw.edu |
|  |  |  |

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:* * *Departmental Scaling Projects*
 |
| Requested Total Amount of Funding*$30,000 maximum total award per grant* | *$25,000.00* |
| 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 | Soci4200: Alcohol, Drugs and Society |
| N/A | Course instructors | Johnson, Link, Starks, Sterling |
| 1 | Average number of students enrolled per section | 33.6 seats offered; 29.9 seats filled |
| 2 | Average number of affected course sections scheduled in a summer semester | 1 |
| 3 | Average number of affected course sections scheduled in a fall semester | 6 |
| 4 | Average number of affected course sections scheduled in a spring semester | 4 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 11 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 370 seats offered; 329 seats filled (Sp21, Sum21, Fall21) |
| 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.* | Drugs in American Society (9th or 10th ed.), Erich Goode, $125.65 (bookstore), McGraw[[1]](#footnote-2)(footnote for website) |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $125.65 |
| 9 | Average post-project cost per student section enrollment | $125.65 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $125.65 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $46,490.50 (if all seats fill)$41,338.85 (based on 2021 enrollment) |

# Narrative Section

## 1. Project Goals

This course transformation project will impact all sections of Soci4200: Drugs, Alcohol and Society that are taught by full-time Sociology and Criminal Justice faculty at Kennesaw State University. This course is highly sought by students of multiple majors, including Sociology, Criminal Justice, Integrative Studies, Psychology, and others. In recent years additional sections have been added to total ~11 sections being offered annually, offering 370 seats. This number of seats has increased from 220 seats annually, as of two years ago. Online sections typically have 100% enrollment and face-to-face courses have historically garnered high enrollment as well (post-covid, the enrollments have varied, but remain strong). This course can be used by students of both department majors to fulfill various requirements, including:

* *Among sociology majors*: those with concentrations in criminology, culture and social change, medical sociology, and general sociology or within upper division electives
* *Among criminal justice majors*: as part of Contextual Factors of Crime or within upper division electives
* *Other programs housed in department* including course as option: Criminology minor, Medical Sociology minor, Sociology minor

Central to this transformation is the balancing of student savings (up to ~$46,500 annually) and the ability to engage the most current research and information about drugs and alcohol in America. Given the rapidly changing terrain of this issue in American political, social, healthcare, and criminal justice systems supplementary materials to traditional textbooks are all but a necessity. Shifting towards contemporary articles, reports, and statistics, along with content such as TED Talks and other videos will increase student engagement, retention, and synthesis of course concepts with critical considerations of this social issue.

Most of this course sections are taught by full-time faculty (from summer 2020-spring 2021, among 11 sections, only one was taught by contingency faculty). These full-time instructors have all agreed to participate in this transformation project (Johnson, Link, Starks, Sterling). With the ~68% increase in seat demand for this course in recent times, we believe it integral to student success to transition to lower cost instructional options, that not only result in real savings for our students, but also facilitates engagement with current and contemporary data relevant to this field of study. This transformation also assures consistency of learning resources across students of the course, while continuing to offer individual instructors opportunities to tailor content and instruction to align with their pedagogical goals.

In addition, the development and implementation of a new course instructional resources among full-time faculty of this course, an Online Master Course for this class will also be developed for use within the department. These master courses are often used by new or contingency faculty who may teach this course—especially if the result of a last-minute course reassignment or addition to schedule.

This transformation project builds upon a strong foundation of prior ALG supported transformation projects within the department including courses such as: Introduction to Sociology, Introduction to Criminal Justice, Social Problems, and Sociology of the Family. Both introduction course were also followed by large-scale transformations.

A final impact of this transformation can be statewide upon other institutions looking to incorporate no-cost options, as no prior Affordable Learning Grant has sought to transform a Sociology course on this topic. Several USG schools include a course on this topic, for example, GSU offers SOCI3346: Drugs Use and Abuse and UGA offers SOCI3860: Sociology of Alcohol and Drug Use. Having a developed course template and syllabus in place upon which to model their own transformation makes for a more accessible adoption process.

This proposed project will produce and/or identify no-cost, high-quality educational resources to replace the current expensive textbook and will produce supplementary and coordinated instructional and assessment materials to augment the courses. This is essentially the intersection of creating a library reading list, supplemented by online resources, for adoption in this course, supported by the creation of new ancillary materials.

## 2. Statement of Transformation

In this project, we propose to redesign SOCI4200: Drugs, Alcohol and Society to be based upon a variety of existing no-cost, peer-reviewed/professional resources. This transformation will include instructional content selection, supplement development. and instruction by all full-time faculty who have traditionally taught this course (Johnson, Link, Starks, Sterling). In brevity the transformation process will focus upon team selection of instructional resources and development of supplementary resources (instructional resources, prompts, assessments) through Spring 2022. A new course design will be taught as a pilot semester online in Summer 2022, with likely 6 sections in Fall 2022 (combination of in-person and online). While it is not yet possible to know scheduling of course sections in Fall 2022, it is expected likely that all sections will be taught in the final semester by grant participants (Department Scaling Project). During a recent academic year, Fall2020-Sum2021, 70% of the sections offered were instructed by faculty involved with this grant with additional sections taught by part-time faculty. As this grant will be developing a master course that will be shared to part-time faculty for instructional use, in addition to current instructors, it should result in all sections being taught based on this new format in Fall 2021, assuming similar course demands and teaching assignments (yet to be scheduled.

Should any grant participants not be scheduled to teach this course in the grant instruction period, they commit to teaching the newly developed content the next time they are scheduled to teach the course. During the grant period, both online and in-person course formats will be impacted by this transformation and an online master course will be developed for future use by additional faculty. Master courses go through periodic re-review at our institution, assuring the sustainability and continuous maintenance of content assuring inclusion of contemporary and newly emerging issues in this field of study.

SOCI4200: Drugs, Alcohol and Society is one of the most in-demand upper-level course options in Sociology, B.S. major at KSU. It is one of few course options that may be taken by *any* sociology major, regardless of concentration. Continued growth of course enrollment demonstrates interest from students in this area of study. The commitment of the full-time faculty to this project also demonstrates continued program interest in student success and reducing student debt/college costs.

Central to this transformation are the potential pedagogical benefits the transition to no-cost materials offers. The initial emphasis upon online adoption is specifically in alignment with current instructional needs and in response to student demand for online course offerings. It should be noted that many of this team have been active participants in university workshops related to online course design and pedagogy, especially Farr, Link, and Sterling, each of whom also has experience with designing master courses; all team members have experience teaching both face-to-face and online.

Initial steps towards this transformation have already begun in the preliminary collection of potential instructional resources. During the first stage of transformation, team members will collaborate to seek out additional resources, review preliminary ideas, and refine reading lists to each tentative module (13 modules preliminarily established as framework). Once the reading list is refined, faculty will be collaborating to create comprehensive powerpoints and instructional resources for this course, along with potential assignment options. During spring 2022, the course designer (Farr) will work to compile and create fully accessible online Master Course for review/instruction. Implementation of instruction in Summer/Fall 2022 will likely be by Johnson, Link, Starks, and Sterling (possibly Farr as well).

***Preliminary Instructional Resources list:***

Additional articles and content are still in collected and refined for the final course.

Larger sources for course use; segments to be used in various modules:

U.S. Dept of Health & Human Services, “Facing Addiction in America: The Surgeon General’s Report on Alcohol, Drugs, and Health.” (2018: 1-428).

<https://addiction.surgeongeneral.gov/sites/default/files/surgeon-generals-report.pdf>

Alcohol Problems: A Health Promotion Approach. Rendall-Mkosi, Alexander, & Matshanda, eds. 2010.

 (OER Africa resource – may pull segments for cross-cultural comparisons)

 <https://www.oerafrica.org/resource/alcohol-problems-health-promotion-approach-module-guide>

Behavioral Health Barometer, US, Vol. 5 – Indicators as measures through the 2017 National Survey on Drug Use and Healthy and National Survey of Substance Abuse Treatment Services.

 <https://www.ncbi.nlm.nih.gov/books/NBK568205/>

Note: All below listed academic articles are available through university library, free to students.

*Substance Abuse: A Reference Handbook, 2nd ed*. 2017. David E. Newton. ABC-CLIO. Ebook in library.

*Drug Addiction and Families.* 2007. Marina Barnard. J Kingsley Pubs. Ebook in library.

*President’s Commission on Combating Drug Addiction and the Opioid Crisis*. 2017. Ebook in library.

*Preventing and Treating Addiction*. 2018. Uhl, Xinz M. National Highlights. Ebook in library.

*Meth*. 2019. Sue Bradford Edwards. Series: Drugs in Real Life. Ebook in library.

*Addicted to Rehab: Race, Gender, and Drugs in the Era of Mass Incarceration*. 2017. Allison McKim. Rutgers Univ. Press. Ebook in library.

*Cultural Ecstasies: Drugs, Gender and the Social Imaginary*. 2013. Ilana Mountian. Routledge. Ebook in library.

*Drugs and Addiction*. 2013. Justin Healey. Spinney Press. Ebook in library.

Intended topics/modules for course – including some intended resources:

Module 1: An Introduction to Drug Use

* TED Talk: Michael Botticelli: Addiction is a Disease (10min.)
	+ <https://www.ted.com/talks/michael_botticelli_addiction_is_a_disease_we_should_treat_it_like_one>

Module 2: History of Drug Use

* PBS: A History of Drug Use in America (56min.)
	+ <https://www.pbs.org/video/altered-states-alcohol-and-other-drugs-in-america-6px4fe/>
* It’s No Myth, Cocaine was Once an Important Ingredient in Coca Cola (3min.)
	+ <https://youtu.be/FYp0C62R1KA>
* Sattler, Sebatian, Guido Mehikop, Vanessa Bahr, and Cornelia Betsch. 2021. “Why Parents Misuse Prescription Drugs to Enhance the Cognitive Performance of Healthy Children: The Influence of Peers and Social Media.” *Journal of Drug Issues* 51(3): 461-482.

Module 3: History of War on Drugs

* The U.S. War on Drugs. 2018. OER
	+ <https://www.oercommons.org/authoring/8430-the-u-s-war-on-drugs>
* Everything We Know about the War on Drugs is Wrong (Part 1) (11min.)
	+ <https://youtu.be/PXooiI9Lemg>
* Everything We Know about the War on Drugs is Wrong (Part 2) (11min.)
	+ <https://youtu.be/Iqex2BvRK18>
* TED Talk: Why We Need to End the War on Drugs (17min.)
	+ <https://www.ted.com/talks/ethan_nadelmann_why_we_need_to_end_the_war_on_drugs?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare>
* Rosino, Michael L., and Matthew W. Hughey. 2018. “The War on Drugs, Racial Meaning, and Structural Racism: A Holistic and Reproductive Approach.” *American Journal of Economics & Sociology* 77(3/4): 849-892.

Module 4: Why Do People Use Drugs

* TED Talk: Everything You Thought You Knew About Addiction is Wrong (15min.)
	+ <https://www.ted.com/talks/johann_hari_everything_you_think_you_know_about_addiction_is_wrong?language=en>

Module 5: Drugs in the Media

* Irwin, Rogers, Keir. 2019. “Illicit Drug Markets, Consumer Capitalism and the Rise of Social Media: A Toxic Trap for Young People.” *Critical Criminology* 27(4): 591-610.
* Collins, Jeremy. 2011. “Sending a Message: Ecstasy, Equasy and the Media Politics of Drug Classification.” *Health, Risk & Society* 13(3): 221-237.

Module 6: Alcohol and Tobacco

* TED Talk: The Past, Present, and Future of Nicotine Addiction (17min.)
	+ <https://www.ted.com/talks/mitch_zeller_the_past_present_and_future_of_nicotine_addiction?language=en>
* Film: Cozy Killer: History of Cigarettes (30min.)
	+ Proxy via library collection
* *National Institute of Health Curriculum Supplement Series*: “Information About Alcohol” (2007)
	+ <https://www.ncbi.nlm.nih.gov/books/NBK20360/>
* “Drugs, Brains, and Behavior: The Science of Addiction” (2018: 1-32)
	+ <https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/preface>
* NIH Curriculum Supplement: Information about Alcohol
	+ <https://www.ncbi.nlm.nih.gov/books/NBK20360/>
* Hall, Wayne, Coral Gartner, and Billie Bonevski. 2021. “Lessons from the Public Health Response to the US Outbreak of Vaping-related Lung Injury.” *Addiction* 116(5): 985-993.

Module 7: Marijuana, LSD, Club Drugs

* TED Talk: What Commercialization is Doing to Cannabis (16min.)
	+ <https://www.ted.com/talks/ben_cort_what_commercialization_is_doing_to_cannabis?language=en>
* Ahrens, Deborah M. 2020. “Retroactive Legality: Marijuana Convictions and Restorative Justice in an Era of Criminal Justice Reform.” *Journal of Criminal Law & Criminology* 110(3): 379-440.

Module 8: Cocaine and Amphetamines

* TED Talk: Cocaine In and Out (17min.)
	+ <https://www.ted.com/talks/luigi_gallimberti_cocaine_in_out_this_is_how_we_have_found_a_cure_to_cocaine_addiction/transcript?language=en>
* Pennings, Ed J.M., Arthur P. Leccesse, and Frederick A. De Wolff. 2002. “Effect of Concurrent Use of Alcohol and Cocaine.” *Addiction* 97(7): 773-783.

Module 9: Heroin and the Opiates

* TED Talk: In the Opioid Crisis, Here is What It Takes to Save a Life (16min.)
	+ <https://www.ted.com/talks/jan_rader_in_the_opioid_crisis_here_s_what_it_takes_to_save_a_life>
* Dreamland and the Opioid Epidemic (23min.)
	+ <https://www.youtube.com/watch?v=lG70kEYGuCQ>
* U.S. Surgeon General. “Facing Addiction in America: The Surgeon General’s Spotlight on Opiods.” (2016: 1-40); Supplementary Materials: “General Findings and Recommendations Fact Sheet,” “Important Facts about Alcohol and Drugs.” and “Resource Guide”; They additional provide fact sheets tailored for specific audiences, including: Individuals and Families, Health Care Professionals and Health Care Systems, and Communities, State, Local and Tribal Governments
	+ <https://addiction.surgeongeneral.gov/sites/default/files/surgeon-generals-report.pdf>
	+ [www.addiction.surgeongeneral.gov](http://www.addiction.surgeongeneral.gov)

Module 10: Drug Trafficking

* TED Talk: The Deadly Genius of Drug Cartels (18min.)
	+ <https://www.ted.com/talks/rodrigo_canales_the_deadly_genius_of_drug_cartels?language=en>

Module 11: Drugs and Crime

* Addressing Drugs and Crime through Community-Based Interventions (16min.)
	+ <https://www.youtube.com/watch?v=z5H5EdWgSIk>
* Drugged Up and Locked Up (16min.)
	+ <https://www.youtube.com/watch?v=kjX5h7-wDfg>

Module 12: Drug Law and Drug Treatment

* Adult Drug Courts (16min.)
	+ <https://www.youtube.com/watch?v=Z2GmjlpkHDo>
* Drug Court: Justice Meets Treatment (16min.)
	+ <https://www.youtube.com/watch?v=a642I-i7nkM>

Module 13: Legalization, Decriminalization, and Harm Reduction

* TED Talk: Harm Reduction Model to Drug Treatment (16min.)
	+ <https://www.ted.com/talks/mark_tyndall_the_harm_reduction_model_of_drug_addiction_treatment?language=en>
* TED Talk: The Merits of Harm Reduction (13min.)
	+ <https://www.ted.com/talks/melissa_byers_the_merits_of_harm_reduction>
* TED Talk: I Died 6 Times—Stop the Stigma of Harm Reduction (14min.)
	+ <https://www.ted.com/talks/guy_felicella_i_died_six_times_let_s_stop_the_stigma_of_harm_reduction>
* Ebook in library: segments: *Legalizing Drugs: Crime Stopper or Social Risk?* Margaret J. Goldstein. 2010.

**Benefit to Students**

Students will benefit from this proposed project in multiple ways: (1) students will be more likely to access/obtain course materials; (2) students will be more likely to read, view, and complete the new materials; (3) students will have greater success rates in the course; and (4) students will have greater satisfaction with the course.

This course transformation leads to an exceptionally contemporary course, based on the most current data trends and statistics. Team members are exceptionally experienced with online instruction and course design, as well as OER implementation. Farr has been particularly involved with OER transformations, with ALG support impacting a number of courses including: Soci1101: Intro to Sociology (including large-scale adoption), Soci2251: Social Problems (Farr and Sterling), Soci3364: Sociology of the Family, and Crju1101: Intro to Criminal Justice (including large-scale implementation).

It is often challenging for students and their families to balance and meet the costs of tuition and course textbooks. Textbook prices having risen dramatically since 1977, according to Affordable Learning Georgia, 1000% over the last 40 years(1). It has been estimated that the cost of books equates to approximately 5% of the total annual enrollment costs, an average of $1,250, among students at public in-state four-year schools, according to the College Board(2). While largely accounted for by tuition, books are part of the rising student debt, which has tripled from $340 million to over $1.3 billion between 2001 and 2016 (3). Should 5% of this debt that may be accounted for by books, $65 million, and then even 5% of all course texts transitioned to no-cost, this could result in savings of $3.25 million. Without doubt, the costs of textbooks is an individual issue, but sociologically, we can undoubtedly see this is a societal issue, impacting numerous social institutions.

While this proposed project expects to save individual students at KSU $125 each, this is part of a larger programmatic effort tied to past low-cost transformations. Development of this fourth low/no- cost course in the sociology major, expands upon this trajectory, adding a second upper-division course. Knowing a similar sociological course is also offered at the two larger USG institutions, GSU and UGA, indicates the importance of this course and field popularity. According to the Board or Regents degrees conferred report, a total of 655 Bachelor’s degrees in Sociology were awarded in 2018 (4). Potential adoption by other institutions will only expand upon the expected ~$46,500 annual savings from our institution alone for this course.

**Benefits to Faculty**

Faculty will benefit from this proposed project by having access to high-quality instructional resources that can be easily incorporated into web-based Learning Management Systems like D2L. A specific benefit of this adoption will be the development of ancillary materials to support the adoption and engagement with contemporary public data and the peer-reviewed publications that are current to the field. While current statistical and report data is engaging, it can be challenging to develop lecturers and assessments to engage their content. This transformation will help faculty to teach with these resources.

**References**: (1) https://affordablelearninggeorgia.org/documents/JG\_USGTL\_ALG\_101.pptx (2) https://trends.collegeboard.org/college-pricing/figures-tables/average-estimated-undergraduate-budgets-2017-18 (3) https://www.federalreserve.gov/econres/notes/feds-notes/student-loan-debt-and-aggregate-consumption-growth-20180221.htm (4) https://www.usg.edu/assets/research/ documents/deg\_conferred/srpt602\_p\_rpa\_fy2018.pdf

## 3. Action Plan

This transformation action plan will proceed in multiple phases, which are described below:

To briefly describe primary roles/activities of individual team members:

Farr: grant writer, grant manager/reporter, online course designer, assessment reporting/ALG liaison

\*many of the team will be collaborating in the development stages, Farr will participate, but is not a subject expert on this topic; contingent upon department scheduling not all (below) team members may be able to teach the course during grant period, but agree to teach the course based on this format when next assigned.

Johnson: course content selection, development of instructional resources/supplements, instruction of course (in-person and/or online), dissemination of student survey/assessment, reporting data to Farr

Link: course content selection, development of instructional resources/supplements, instruction of course (in-person and/or online), dissemination of student survey/assessment, reporting data to Farr

Starks: course content selection, development of instructional resources/supplements, instruction of course (online), dissemination of student survey/assessment, reporting data to Farr

Sterling: course content selection, development of instructional resources/supplements, instruction of course (in-person and/or online), dissemination of student survey/assessment, reporting data to Farr

**Phase 1: Organization and Planning**

Fall 2021/Spring 2022: Team will have strong collaboration to identify and determine resource adoptions for this course. Using Teams platform, collaborative structure will be established for the compiling of resources divided by topic. Monthly meetings will be held to discuss resources and determine required/optional content.

Learning outcomes will be established for course as whole and individual modules via team effort.

Topics will be divided among team (Johnson, Link, Starks, Sterling) to develop powerpoint and instructional resources. Individuals or teams of two will develop initial content, followed by group discussion and revision based upon team input. Assessments will also be developed by team members. The goal ideally is to amass the instructional resources by February to then transition to instructional content development and online course design in March-April.

Dec’21-Feb’22, estimated individual time commitment (Johnson, Link, Starks, Sterling)

10-15 hours per month

During process, Farr will begin developing online Master Course template, in addition to scheduling and participating in Team meetings. 5-10 hours per month

**Phase 2: Content Creation and Course Design & Pre-test Administration**

Spring 2022: As noted, Farr will be designing online course in conjunction with team development of content.

While minor collection of resources may continue to fill emergent gaps, the primary focus of this phase is upon the development of lecture notes, powerpoints, discussion prompts, assignments and activities, and assessment questions. As topic specialists, Johnson, Link, Starks, Sterling will primarily focus on the development of the specific content, while Farr, as course designer will work to build the framework for the online course and assessments.

Farr will also be specifically centering upon the need to make the course fully accessible and being mindful to develop this online course to be a “master class” within the department.

Administration of pre-test to students of Soci4200.

Mar’22-Apr’22: Johnson, Link, Starks, Sterling – course content development 10-15 hours per month

Farr: course design, accessibility: 20-30 hours per month

**Phase 3: Online Implementation**

Summer 2022: The first implementation stage of this transformation will occur with the teaching of minimally one section of this course online by one member of the team. Mid semester and end of semester student surveys will be administered for feedback.

Minimally, 1 section offered online (30 seat).

**Phase 4: Department Scaling Project: Face-to-face and Online**

Fall 2022: It is expected all sections of Soci4200 will be taught by Johnson, Link, Starks, and/or Sterling (and/or other part-time faculty using newly developed Master Course). Scheduling has not yet been established and changes may occur beyond the control of the team members.

Farr will continue with assessment and compose full reports of outcomes.

The course syllabus, full reading list, and powerpoint files will be uploaded to GALILEO Open Learning Materials website. Instructional resources, such as discussion prompts and assessment questions will be available via private contact to faculty members only to protect distribution of this information as much as possible.

**Phase 5: Post-Adoption & Course Maintenance**

Annually, Farr will consult with instructors to inquire areas needing updated content, to reflect socio-political changes relevant to course. A shared template will be available, so updates can occur over time. Master course templates are required to go through periodic “recertifications” (approximately every 2-3 years); instructors will be invited to collaborate on updates. Farr will maintain responsibility for reporting data to ALG.

## 4. Quantitative and Qualitative Measures

We will evaluate the textbook transformation effectiveness via established assessments common among Affordable Learning Grant awardees. Specifically, we will be use surveys inclusive of quantitative and qualitative questions to the students in the redesigned course. Additional quantitative assessments will occur in several manners: the number of students who drop, fail, or withdraw from the course, final grade distributions (mean, median, mode), and similar metrics. These measures will be provided by grant participants and compared between the two semesters of adoption and will also be contrasted with past semesters for comparative purposes. Specifically, statistics from Spring 2021 will serve as pre-test for student outcomes—from team members instructing the course with prior instructional resources and later adopted no-/low- cost resources.

This survey of students will be integral to understanding student experience of this transformation as course evaluations do not specifically query learning materials nor learning outcomes per say. These surveys serve as “pre-test group”, so that we can assess the learning outcome comparisons among those who subsequently engage the OER transformation.

After receiving IRB approval, we will anonymously survey the students in SOCI4200 in Spring 2022 (end of semester) – among those participating in the grant – regarding content engagement, book use, if would change if no-cost resources.

Post-transformation, short informal surveys will be distributed at mid-semester to identify any specific course and resource problems and to assess student resource use—this survey will be primarily qualitative in form with open-ended questions for feedback to help shape the course in progress. The end-of-semester survey will be more detailed and ask both quantitative and several qualitative response questions to elicit feedback and commentary. This final survey will occur in Summer and Fall 2022 courses.

Sample quantitative questions may include some of the following:

* I have found accessing course learning materials: very easy, somewhat easy, neither easy/nor hard, somewhat hard, very hard.
* I was more/ equally/ less likely to read course materials as they were free.
* Compared to past courses, I read more/ equally/ less than usual.
* From this list (…. ) of course materials, select those you read.
* Would you prefer to take a course based on no cost/low cost (under $40)/ traditional cost texts?
* Specific topical assessment questions, reflective appropriate measurable learning goals consistent across course offerings.

Sample qualitative questions may include some of the following:

* How did using no-cost instructional materials impact your success in this course?
* How would you describe the materials used in this course?
* What aspects of the course readings were the most challenging? Most relatable?
* How would you describe this class to other students?

Surveys will be anonymously administered, contingent upon IRB approval, via D2L’s survey function or Qualtrics.

Statistical analysis will center upon the outcomes and mean/median distribution. Analysis of qualitative responses will focus on thematic responses to explore major trends among student responses.

## 5. Timeline

Nov 2021: Grant receipt

Nov 2021-Feb 2022: Phase 1: Organization and Planning – all team

* Complete collection/decision on instructional content materials
* Preliminary online course design (Farr)

Dec 2021: Semester Report to ALG (by Farr)

Mar 2022-Apr 2022: Phase 2: Content Creation and Course Design & Pre-test Administration

Johnson, Link, Starks, Sterling – course content development; develop survey

Farr – continue online course design; complete master course/send to review; revise

course as needed;

May 2022: Farr – ALG semester update report

Summer 2022*:* Phase 3: Online Implementation – pilot semester (instructor TBD)

August 2022: Farr ALG semester update report

Fall 2022: Phase 4: Department Scaling Project: Face-to-face and Online

 Course tentatively taught by: Johnson, Link, Starks, Sterling

Nov/Dec 2022: Final report to ALG by Farr

## 6. Budget

The budget for the proposed project is:

* Daniel Farr: $5,000 towards Professional Development and/or Summer 2022 stipend, contingent upon institutional guidelines for summer earning limits.
* Wendell Johnson: $5,000 towards Professional Development and/or Summer 2022 stipend, contingent upon institutional guidelines for summer earning limits.
* Tanja Link: $5,000 towards Professional Development and/or Summer 2022 stipend, contingent upon institutional guidelines for summer earning limits.
* Brian Starks: $5,000 towards Professional Development and/or Summer 2022 stipend, contingent upon institutional guidelines for summer earning limits.
* Evelina Sterling: $5,000 towards Professional Development and/or Summer 2022 stipend, contingent upon institutional guidelines for summer earning limits.

Total: $25,000

## 7. Sustainability Plan

This course will be sustained by team members. As topic specialists, Drs. Johnson, Link, Starks, and Sterling will focus upon the topical updated and new reports that need to be integrated into the course on an annual basis. As course designer, Farr will serve in the role of online course updates as indicated by team. Farr will contact team annually to inquire about course outcomes, continuity, and updates.

The master course will shared with other instructors who may teach this course in the coming years. While instructional academic freedom remains an integral part of our commitment of professionals, we will speak freely and openly with colleagues about this experience. It is hoped that with positive outcomes, team members will continue to use this newly adopted course format and encourage others to as well.

With KSU’s strong involvement with Georgia Sociological Association, it is intended that presentation of preliminary outcomes may occur at their annual conference in 2022 or 2023, perhaps as a larger panel discussion with other ALG adoptees across the state of Georgia.

# 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.*

*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. Jennifer McMahon-Howard, Interim Chair, Dept. of Sociology and Criminal Justice* |

# 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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| *Lawrence Rapier, Senior Pre-Award Manager, Office of Research* |

1. <https://bookstore.kennesaw.edu/CourseMaterials?ids=3432658,3653362,3653364,3653365,3559323,3432655,3432656,3432654,3582996,3432657,3653363&search=drugs%20in%20american%20society> [↑](#footnote-ref-2)