Affordable Materials Grants, Round 21:

Transformation Grants

(Spring 2022-Spring 2023)

Proposal Form and Narrative

**Clayton State University**

**Communication and Media Studies Multiple Course Transformation**

# 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, including uploading this document.
* The only way to submit the official proposal is through the Google Form. The link to the online application is on the [Round 21 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r21).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 21 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on March 25, 2022 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) | Clayton State University |
| Applicant name | Susan McFarlane-Alvarez |
| Applicant email | susanmcfarlane-alvarez@clayton.edu |
| Applicant position/title | Professor and Program Coordinator |
| Submitter name | Susan McFarlane-Alvarez |
| Submitter email | susanmcfarlane-alvarez@clayton.edu |
| Submitter position/title | Professor and Program Coordinator |

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 | Susan McFarlane-Alvarez | susanmcfarlane-alvarez@clayton.edu |
| Team member 2 | Jason Lee Guthrie | jasonguthrie@clayton.edu |
| Team member 3 | Carolyn Walcott | carolynwalcott@clayton.edu |
| Team member 4 | Jim Rickerson | jimrickerson@clayton.edu |
| Team member 5 | Corneliu Chiorescu | corneliuchiorescu@clayton.edu |
| Team member 6 | Kyle Marcano | kylemarcano@clayton.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.* | *This project fulfills the category of “Collaborative Projects with Professional Support,” with the inclusion of a multimedia instructional designer, along with an electronic resource librarian.**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* | *$30,000* |
| Final Semester of Project | *All Transformation Grants for Round 22 end in Spring 2023.* |
| 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 | CMS 3550: Introduction to Advertising |
| N/A | Course instructors | Susan McFarlane-Alvarez |
| 1 | Average number of students enrolled per section | 24 |
| 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 | 0 |
| 5 | Total number of course sections scheduled in an academic year*Add up rows 2-4.* | 1 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 24 |
| 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.* | *Advertising Creative: Strategy, Copy, Design* by Tom Altstiel and Jean Grow (5th Edition – Sage Publishing)$74 |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $74 |
| 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.* | $74 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $1776 |

## Course 2

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | CMS 4500: Global Contexts |
| N/A | Course instructor | Dr. Jason Lee Guthrie |
| 1 | Average number of students enrolled per section | 24 |
| 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.* | 2 sections totaling approx. 48 students |
| 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 Globalization Reader*, 6th edition, edited by Frank J. Lechner and John Boli.$55.95 [[url](https://www.wiley.com/en-us/The%2BGlobalization%2BReader%2C%2B6th%2BEdition-p-9781119409946)] |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $55.95 |
| 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.* | $55.95 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $2,685.60 |

## Course 3

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | COMM 3400: Communication Law |
| N/A | Course instructor | Dr. Carolyn Walcott |
| 1 | Average number of students enrolled per section | 24 |
| 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.* | 48 |
| 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.* | Media Law and Ethics: Issues and Cases, Tenth Edition. $85 [[url](https://rowman.com/ISBN/9781538142370/Media-Ethics-Issues-and-Cases-Tenth-Edition)]Authors: Lee Wilkins, Chad Painter, and Phillip Patterson |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $85 |
| 9 | Average post-project cost per student section enrollment | 0.00 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $85 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $4080 |

## Course 4

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number |  |
| N/A | Course instructor |  |
| 1 | Average number of students enrolled per section |  |
| 2 | Average number of course sections scheduled in a summer semester |  |
| 3 | Average number of course sections scheduled in a fall semester |  |
| 4 | Average number of course sections scheduled in a spring semester |  |
| 5 | Total number of course sections scheduled in an academic year*Add up rows 2-4.* |  |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* |  |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* |  |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* |  |
| 9 | Average post-project cost per student section enrollment |  |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* |  |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* |  |

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

# Narrative Section

## 1. Project Goals

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

The increasing cost of learning materials places a significant burden on students. The College Board estimates that full-time undergraduate students at four-year public universities spend on average $1,200 each year on books and course materials (“Quick Guide,” n.d.). According to data from the Bureau of Labor Statistics, these costs increased 812% between 1978 and 2013 (Perry, 2012).

The cost of textbooks is especially detrimental for students at Clayton State. In the fall of 2014, 92% of our first-year students received federal and/or state financial aid. Of students applying for financial aid and enrolled during the 2014–2015 school year, the median family Adjusted Gross Income was only $23,993—which is below the federal poverty level for a family of four. The prospect of paying $1,200 a year for textbooks presents a major hardship for many students at Clayton State.

Because of the steadily increasing cost of course materials, many students elect to forgo purchasing the textbook in order to conserve funds. A survey conducted by the US Public Interest Research Group found that 65% of students had decided against buying a textbook due to cost, even though 94% of them feared that this might hurt their grades (Senack, 2014). The decision not to purchase the required text most likely will have a detrimental impact on a student’s academic performance, particularly given the University’s increasing emphasis on hybrid (part-online) and fully online courses where the responsibility for first exposure to the course content often shifts to the students.

Over the past two academic years, the faculty of the Communication and Media Studies (CMS) program at Clayton State University have focused on curriculum revision to streamline toward greater student interest and success. Our objectives are to align our courses with evolving careers sought by students, and employer interest in student skills. This mission is also guided by the ethical focus of graduating majors who are eminently employable upon graduation, or who can earn a living soon after graduation. This is further informed by the increasing call within academia for faculty to examine how their programs and courses build toward financially rewarding careers that allow students to earn a living, while simultaneously engaging in learning for the sake of learning. Lastly, this program mission is also guided by the new USG focus on “student success” as a criterion upon which faculty may be assessed.

This Transformation Grant project seeks to reduce costs for students who are majoring in CMS. With core focus on three courses – COMM 3400: Communication Law, CMS 3550: Introduction to Advertising, and CMS 4500: Global Contexts. The reduction in required materials costs to students will be significant for each course. In addition, the five (5) courses total courses identified include courses from different areas of our program curriculum, including: required CMS major core, required Corporate Communication minor, and electives. Increasing the affordability of textbooks will also help to transition some of our courses from textbook-only courses to increasing interactivity of student learning, including access to multimedia introductory materials. Students will gain confidence through three pillars of learning: learning through reading affordable text materials; learning through practical and multimedia components; and learning through some community-engaged experiences.

By transitioning to a free, open access textbook complete with a newly designed online learning environment, we predict that we will:

* provide significant savings for students enrolled in the courses identified
* ensure that all students have access to high quality learning materials on day one
* improve learning outcomes in the courses identified
* increase graduation and retention rates

## 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.*

A recent [New York Times](https://www.nytimes.com/interactive/projects/college-mobility/clayton-state-university) article indicated that Clayton State University students have a median family income of $47,000, and are in the 49th percentile for average income. Our experience as professors substantiates the fact that many of our students struggle with textbook costs. This project seeks to provide greater access to course materials, so that on day-one of each semester for the courses included in this proposal, students are able to begin their readings and access course materials.

In the CMS program at Clayton State University, we remain focused on student success and career-readiness. These goals are best achieved through courses that are effectively designed. A recent article in *Inside Higher Ed* outlines the reasons that university faculty should consider ways to focus on student career success. In that article, author Rachel Toor opens with reference to student debt and a moral obligation held by university faculty to help students build career readiness. See the [(Toor, 2022)](https://www.insidehighered.com/views/2022/01/18/faculty-should-do-more-help-students-prepare-careers-opinion). Further, NACE (National Association of Colleges and Employers) identifies the Career Readiness Competencies as including: communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology ([NACE, 2021](https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/)). The three courses that we have identified as the main focus of this project will redound to these competencies, through the existing course focus, and enhanced through the transformation to greater affordability and engaged pedagogy. The greater number of students we can ensure are succeeding in their learning in these courses, the greater our impact as a program, department, and university, in terms of career readiness upon course and program completion. Further, the total number of five courses identified in this proposal will add affordability to the CMS program’s required courses, and its elective range of courses.

**CMS 3400: Communication Law** provides an overview of law, ethics, and diversity in mass media. It examines the basics of freedom of expression and press laws in the United States, including freedom of information and access to government records. It is designed to give students an understanding of pertinent constitutional, statutory, common, equity, and regulatory laws as they relate to media and communication. The course analyzes several approaches to ethics in media, journalism, and public relations. It also examines diversity in the mass media, journalism, and public relations. Importantly, the emergence of new information and communication technology has transformed both the construct and concept of mass media through the promulgation of social media platforms that now shape media production and reception. Thus, the department’s approach to teaching this course under the proposed project acknowledges key debates among media scholars and educators (Blom & Davenport, 2012; Ballard, Bell, et. al, 2014; Mills, Sanders & Hussain, 2019; Del Rosso, Haught & Malone, 2020; Lipschultz, 2020) who have underscored the institutional importance of ethical literacy and competencies, apart from writing and multimedia skills, among current and emerging media practitioners. This project provides an opportunity for the department to source both historical and contemporary reading material including case studies and audiovisual content to stimulate critical thinking and ethical practice among its students. Funds for this portion of the grant will compensate Instructor time for creation of a cost-free course package accessed through open educational resources. The course package will make the current $85 textbook obsolete. These funds will have an especially wide impact upon CMS students as this course is also transitioning to become required for all majors. The Instructor will prepare the course package in partnership with Clayton State’s Electronic Resource Librarian, Jim Rickerson.

**CMS 3560: Introduction to Advertising** currently uses a full-cost textbook, coupled with community engaged learning. Students learn through rapid immersion, while also gaining theoretical insights into industry terminology and best practices. In a single semester, many students in this course often try to get through the course without purchasing the textbook, and struggle with learning the terms. Having access to a no-cost textbook will augment the formal aspects of their learning, strengthening the impact of the community-engaged learning. Building a multimedia introduction to the course will situate students within a simulated real-world agency setting, explaining the roles within the advertising industry, and helping them to assess their personality and skill-set fit within that agency. The instructor will work with team member Kyle Marcano to help create the multimedia course introduction and other materials.

**CMS 4500: Global Contexts** was originally designed as a required, senior-level course that functioned as a “Capstone” for Communication and Media Studies students. Its purpose was to ensure students were ready to make the transition from their college training into the work world. The emphasis on “Global Contexts” stemmed from the notion that students needed to be able to communicate effectively, particularly through the use of media, to an increasingly globalized world. While the importance of intercultural and intracultural communication has never been greater, in the intervening years since this course was first introduced it has drifted from the focus on ensuring students are prepared for success after graduation. This proposed redesign will re-emphasize the Capstone focus in a number of ways. It will require all students to create a Professional Resume that will undergo several rounds of feedback. Students will also receive training in job search techniques and interview skills, including a virtual and in person mock interview. The final assignment of the course will require students to create a digital portfolio that showcases the work they have created throughout their college careers.

The current textbook for this course, priced at $55, will become obsolete. The requested funds will help to compensate Instructor time in replacing the need for a textbook by creating robust, engaging course materials from scratch that will be specifically tailored toward student success in the classroom and after graduation. This will include the creation of no fewer than fifteen lectures on topics such as: Media Literacy, Managing Online Identity, Freelance and Small Business Career Paths, Confident Interviewing, Networking, and Lifelong Learning. It will also require the creation of extensive explainer videos on how to design, construct, and maintain a digital portfolio website. All of these videos will be created by the Instructor in Summer 2022 in anticipation of offering the course during the 2022/2023 school year. This course will be scaled across all department sections, which in the pilot phase will all be taught by myself. It will bring significant impact and creativity to student teaching and learning, as all my courses do and all my student teaching evaluations attest. This effort will also involve campus collaboration with Corneliu Chiorescu, an Instructional Designer at my Institution. A survey with qualitative and quantitative measures will be given to all students in the pilot phase at the beginning and end of the course to measure the efficacy of this redesign and inform further improvements.

Additionally, existing course materials for two other courses will be adapted and expanded from CMS 4650: Audio Podcasting and CMS 2015: Visual Communication. Several colleagues have requested to view resources created for these courses on topics such as: Recording a Podcast, Editing a Podcast, Publishing a Podcast, Creating a Professional Logo, Creating a Photo Essay, Creating Explainer Videos, and Designing Websites. Versions of these materials that are targeted toward faculty wanting to implement them into their own courses (rather than specific to my course needs) will be a worthy contribution to teaching and learning at Clayton State. These explainer videos focus not only on no cost media production tools for students, but also on tools that can be used on older computers, chromebooks, tablets, and/or mobile devices. This has been a pandemic necessity for our student demographic, and student feedback on the use of tools like Adobe Creative Cloud Express, Descript, Canva, Soundtrap, and Bandlab has been very positive. Creating resources for these tools that are targeted at allowing other instructors to plug them into their own courses will allow for an English teacher to incorporate a podcast assignment, a history professor to assign a photo essay, or the business school to equip their students with basic graphic and web design skills. All of these resources will be free to use and feature no cost software options.

As Clayton State University continues to build career-readiness among students of Communication and Media Studies, this affordable learning course transformation project will ensure student access to course materials, while helping to prepare these students for a competitive market upon graduation.

## 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:*

***Team Member Roles + Tasks***

|  |  |  |
| --- | --- | --- |
| ***Team Member*** | ***Role*** | ***Tasks*** |
| ***Susan McFarlane-Alvarez*** | ***Project Lead + Team Member******Course Professor*** | ***Project management, adherence to timelines, communication with Director of Sponsored Research and Programs. Communication with all team members.******Transformation of CMS 3560: Intro to Advertising, including research of articles for inclusion in reading packet, working with library liaison, also to ensure adherence to copyright restrictions, and other correct permissions, and working with member of Learning and Teaching instructional technology representative toward producing relevant multimedia content for the course. Estimate of total hours: 50 hours.*** |
| ***Jason Lee Guthrie*** | ***Team Member******Course Professor*** | ***Transformation of CMS 4500: Global Contexts, including research of textbook or articles for use in course. Repurposing of existing OER resources created for current courses so that they can be shared more widely. Estimate of total hours: 50 hours.*** |
| ***Carolyn Walcott*** | ***Team Member******Course Professor*** | ***Transformation of COMM 3400: Communication Law, including*** sourcing both historical and contemporary reading material including case studies and audiovisual content to stimulate critical thinking and ethical practice. ***Estimate of total hours: 50 hours.*** |
| ***Jim Rickerson*** | ***Team Member******Electronic Resource Librarian*** | ***Working with course professors toward finalizing and hosting materials on their respective D2L sites, or course sandboxes. Development of LibGuides for CMS 3560 – Intro to Advertising. Guidance regarding copyright concerns as relates to new materials. Recommendations regarding applicability and use of new One-Button Studio for students in relevant course sections. Estimated number of hours: 50 hours*** |
| ***Corneliu Chiorescu*** | ***Team Member******Instructional Designer*** | ***Instructional design support and accessibility advisor for courses under development, as identified in this proposal. Estimate of total hours: 50 hours.*** |
| ***Kyle Marcano*** | ***Team Member******Multimedia Designer*** | ***Production and hosting of video content for courses under development, as identified in this proposal. Estimate of total hours: 50 hours.*** |

*Existing open, no-cost, and/or low-cost course materials that we will review over the duration of this project include:*

* *Launch! Advertising and Promotion in Real Time*, a textbook accessible at this link: [*https://www.oercommons.org/courses/launch-advertising-and-promotion-in-real-time/view*](https://www.oercommons.org/courses/launch-advertising-and-promotion-in-real-time/view)
* *Advertising Campaigns: Start to Finish, a textbook available at this link:* [*https://2012books.lardbucket.org/books/advertising-campaigns-start-to-finish/*](https://2012books.lardbucket.org/books/advertising-campaigns-start-to-finish/)
* *A Guide to Technical Communications: Strategies & Applications*, a textbook available at this link:

<https://open.umn.edu/opentextbooks/textbooks/a-guide-to-technical-communications-strategies-applications>

* *Media Innovation and Entrepreneurship*, a textbook available at this link:

<https://open.umn.edu/opentextbooks/textbooks/media-innovation-and-entrepreneurship>

* *Message Processing: The Science of Creating Understanding*, a textbook available at this link:

<http://pressbooks.oer.hawaii.edu/messageprocessing/>

* *Understanding Media and Culture: An Introduction to Mass Communication*, a textbook available at this link:

<https://open.umn.edu/opentextbooks/textbooks/understanding-media-and-culture-an-introduction-to-mass-communication>

* *Media, Society, Culture, and You*, a textbook available at this link:

<https://open.umn.edu/opentextbooks/textbooks/media-society-culture-and-you>

* *Intercultural Communication*, a textbook available at this link:

<https://open.umn.edu/opentextbooks/textbooks/intercultural-communication>

*In the first stage of this project, (Spring and Summer 2022), Susan McFarlane-Alvarez, Jason Guthrie, and Carolyn Walcott will review the existing currently available free, open access resources. We will assess these materials using the criteria outlined by* [*Affordable Learning Georgia, at this link*](https://www.affordablelearninggeorgia.org/find_textbooks/selecting_textbooks) *, including scope and sequence, content accuracy, instructional design, text clarity, visual clarity and fidelity, accessibility and inclusive design, and lastly, ancillary materials. During this first phase, we will begin pre-production (script writing, and treatment establishment) and production (shooting) of multimedia materials. By the end of this stage the team members will have identified readings or textbooks for adoption, and have gathered an assessment of the potential impact of the transformative materials.*

*In phase two (Fall 2022), project team members will collect, produce and upload the materials produced in phase one, including reading materials, videos, and any supplementary materials specific to each course. This will include finalization of selection of the reading materials, compilation of reading packets, post-production of video and any other multimedia elements. Once all learning materials have been finalized the materials will be hosted to the respective learning management system sites (D2L) for the courses available. For courses not active during the time of this final phase of project development, this may require setting up a sandbox for that course, in order to upload the materials and develop content around them, in an interim site. For the advertising course, a LibGuides site will also be established for permanent hosting of some of the materials. Further, the team will assess hosting the materials on Manifold, and sharing via Primo.*

*As the team approaches project completion, we will assess broader usability of the content for our colleagues across the USG. In addition to Affordable Learning Georgia’s hosting of the newly created materials, we will also share the resources via the Georgia Communication Association listserve (**gsalist@ec.edu**), in addition to submitting to the annual USG Teaching and Learning a paper through which we can share both the materials and the team’s acquired knowledge gained through their development. By the end of phase two, the team will have redesigned syllabi for the courses, including the new materials.*

*In phase three (Spring 2023), the team will launch the new courses. At least one of these courses will be offered during the summer semester (Podcasting), allowing Dr. Gurthrie first opportunity to gain feedback about the transformation. The other courses outlined in the proposal will be offered in Fall 2023, allowing the team to gain further feedback from students enrolled in the respective courses, regarding the new course materials, multimedia components, and overall achievement of learning outcomes.*

*Susan McFarlane-Alvarez, Jason Guthrie, and Carolyn Walcott are instructors of record for the respective courses, as listed above. They will locate, produce, and assess the learning materials, revise syllabi, and gather feedback for assessment of the project.*

*Jim Rickerson is an electronic resource librarian and will provide focus on issues relating to development of materials, guidance on concerns regarding licenses and copyright, and help with the hosting of materials on the learning management system and the online learning environment (LibGuides), as specific to each course.*

*Corneliu Chiorescu is an Instructional Designer and Kyle Marcano is a multimedia designer with the Center for Excellence in Learning and Teaching at Clayton State University. Corneliu will provide instructional design support and advise on accessibility and student success.*

*Kyle Marcano will help with pre-production planning, shooting, recording, and other production work, post-production editing, and preparation of multimedia content for uploading to the D2L and LibGuides platforms.*

* *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.*

## 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.*

*Surveys will be conducted in Summer and Fall 2022 (using current textbooks and other learning materials), with follow-up in Summer and Fall 2023, to measure access to, use of, and attitudes towards learning materials, as well as course satisfaction in general. Using Qualtrics, the team members will design a questionnaire, including Likert scale questions, providing some quantitative data. The team will also track Drop/Fail/Withdraw rates and course grades under the old and new formats.*

*Any course components that remain consistent in specific courses, will also provide additional quantitative measures of impact. Student performance on specific questions will add insight into effectiveness of student learning.*

*Qualitative insights will be gained through open-ended questions included in the same pre- and post-surveys, and focus group sessions, as relevant to each course.*

*Based on information provided by the IRB at Clayton State University, approval for these measures is not a requirement.*

## 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.*

***Spring - Summer 2022:***

*Baseline surveys and pre-production work on project materials.*

*Review of OER materials, based on ALG criteria.*

*Surveys of students enrolled in relevant courses.*

*Pre-production work for multimedia components; treatments, scriptwriting, design.*

*Assess and select transformation materials.*

*Surveys of students enrolled in relevant courses.*

*Production work for multimedia components begins; shooting, design.*

*Assessment and selection of textual materials.*

*Packaging of texts, reading packets for uploading to D2L and or LibGuides*

***Fall 2022:***

*Packaging of texts, reading packets for uploading to D2L and or LibGuides*

*Production and post-production of multimedia components*

*Launch materials on D2L and Libguides, and sandboxes*

*Adoption of relevant materials in courses.*

***Spring 2023:***

*Collect, produce supplementary learning materials.*

*Integrate new materials into course syllabi*

*Launch materials on D2L and Libguides*

*Adoption of relevant materials in courses.*

*Final surveys and collection of qualitative and quantitative data.*

*Writing and publication of 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*

*Susan McFarlane-Alvarez contract overload: $5,000*

*Jason Gurthrie contract overload: $5,000*

*Carolyn Walcott contract overload: $5,000*

*Jim Rickerson contract overload: $5,000*

Corneliu Chiorescu contract overload: $5,000

*Kyle Marcano contract overload: $5,000*

*Total : $30,000*

## 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 courses outlined in this proposal are taught, collectively, throughout the academic year as part of the Communication and Media Studies program curriculum. This transformation is timed to coincide with the rationalization and streamlining of the CMS program, ensuring current and future relevance of the transformation, the produced and adopted materials. Susan McFarlane-Alvarez is Program Coordinator for the CMS curriculum, and working collaboratively with the expertise of Jason Guthrie, Carolyn Walcott and our two other faculty, have engaged a detailed analysis of the CMS curriculum as a whole, including review of the courses included in this curriculum.*

*All full-time Communication and Media Studies faculty members, including those who are team members on this proposal, and those who are not, are committed to using no- or low-cost textbooks. We consider this transformation project as a long-term commitment to student engagement and career-readiness.*

# 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. Terrence Johnson – Chair, Department of Visual and Performing Arts* |

# 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.*

|  |
| --- |
|  |

References (Selected)

Blom, R., Davenport, L. D., & Bowe, B. J. (2012). Reputation Cycles: The Value of Accreditation for Undergraduate Journalism Programs. *Journalism & Mass Communication Educator*. <https://doi.org/10.1177/1077695812462349>

Goodwin, Bryan, and Kirsten Miller. “Evidence On Flipped Classrooms Is Still Coming In.” Educational Leadership 70.6 (2013): 78–80. OmniFile Full Text Mega (H.W. Wilson). Web. 22 May 2015.

Hilton, John, and Carol Laman. “One College’s Use Of An Open Psychology Textbook.” Open Learning 27.3 (2012): 265-272. Academic Search Complete. Web. 22 May 2015.

Inside HigherEd. (n.d.). *Rethinking the Faculty Role in Students' Career Readiness*. Faculty should do more to help students prepare for careers (opinion). Retrieved January 31, 2022, from https://www.insidehighered.com/views/2022/01/18/faculty-should-do-more-help-students-prepare-careers-opinion

NACE. (n.d.). What is Career Readiness? Retrieved January 31, 2022, from https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

Perry, Mark J. “The College Textbook Bubble and How the ‘Open Educational Resources’ Movement Is Going Up Against the Textbook Cartel.” American Enterprise Institute, retrieved from <https://www.aei.org>.

“Quick Guide: College Costs.” bigfuture. The College Board, n.d. Web. 22 May 2015. Senack, Ethan. “Fixing the Broken Textbook Market: How Students Respond to High Textbook Costs and Demand Alternatives.” (2014). US Public Interest Research Group, retrieved from http://www.uspirg.org/.