Affordable Materials Grants, Round 21:

Continuous Improvement Grants

(Spring 2022-Spring 2023)

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, 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 leave the submitter blank.*

|  |  |
| --- | --- |
| Requested information | Answer |
| Institution |  Georgia Highlands College |
| Applicant name |  Paula Stover |
| Applicant email  |  Pstover@highlands.edu |
| Applicant position/title | Director of Nursing |
| Submitter name  | Paula Stover |
| Submitter email  | Pstover@highlands.edu |
| Submitter position/title | Director of Nursing |

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 |  Paula Stover | Pstover@highlands.edu |
| Team member 2 |  Debbie Amason | Damason@highlands.edu |
| Team member 3 |  Bethany Blevins | Bblevins@highlands.edu |
| Team member 4 |  Lisa Jellum | Ljellum@highlands.edu |
| Team member 5 |  Shea Walker | Swalker@highlands.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 |
| Type of Project | * *Revision of open educational resources (OER) used in existing courses*
* *Creation of ancillaries for existing OER courses*
* *Replacement of current OER in courses with new/better OER*
* *Other*
 |
| Requested Amount of Funding*$10,000 maximum total award per grant* | * *10,000*
 |
| Course Titles and Course Numbers | NURS 1000 Introduction to Nursing |
| Final Semester of Project |  * Spring 2023
 |
| Currently Existing Resource(s) to be Revised/Ancillaries Created*Please provide a title and web address (URL) to each of the currently existing resources that you are revising, creating new ancillary materials for, or replacing. If replacing, please include a title and web address (URL) to the new OER as well.* |  [https://getlibraryhelp.highlands.edu/NURS-1000](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgetlibraryhelp.highlands.edu%2FNURS-1000&data=04%7C01%7Cljellum%40highlands.edu%7Ccf9a0f04e14342e2b6f108d9dce4bf0a%7C7f8154b777a347c99255e23ec5d69519%7C0%7C0%7C637783697283158043%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=kEPnnC4ddQj9JyM1C3xQ%2FQlJ3GRiwOczJocKiGKrMc4%3D&reserved=0) |

# Project Goals

*In at least one paragraph, describe your project’s goals and what materials will be created or revised.*

In the thirteenth round of the Affordable Learning Georgia Textbook Transformation Grants (ALG #419), Georgia Highlands College (GHC) wrote an OER textbook, *Introduction to Nursing*, that, concurrently revised several GHC courses, NURS 1000, NURS 1100, NURS 1200, NURS 1400, NURS 2500, NURS 2600, and NURS 2650 to align the student learning outcomes and course objectives. It has been identified that through the implementation of this text, there is a need for revision. The proposal for revision will include the creation of PowerPoints, checklists, and mini lectures. These ancillaries will be created to support the current textbook as it has been proven to be widely adopted. According to the meta-data within LibGuide there are 10,144 views of the textbook. The pre-licensure program at GHC utilized this text primarily in NURS 1000, which serves as the course to help nursing applicants understand the scope of the professional nursing role and introduce them to the vast responsibilities, fund of knowledge, and aptitudes required for modern roles. The text, *Introduction to Nursing* has been widely adopted by peers and it was recently recognized with a MERLOT award of excellence.

Over the past year, however, we have received multiple communications from loyal users from around the country suggesting ideas to not only update the text but also revise areas that are either no longer applicable, accurate, or accessible. Therefore, for this revision of the text (ALG Round 19), we propose the following project goals:

1. Update the text and supporting ancillaries to reflect the ever-changing content covered within the course, confirm accuracy of content, and improve clarity.
2. Edit images within the text and supporting ancillaries to ensure proper citation, and appropriately revise the Alt-Text to ensure accurate depiction of the photos.
3. Reformat the text and supporting ancillaries to improve the aesthetic of the text and to create a more pleasing and learner-friendly set of resources.
4. Produce a series of short closed-caption lecture videos for each chapter to build a video library to help facilitate face-to-face, hyflex, and online instruction.
5. Ensure revised text and all supporting ancillaries possess the Creative Commons Attribution License (CC-BY).
6. Ensure revised text and all supporting ancillaries adhere to required accessibility design principles for documents, video, audio, images, and PowerPoints.
7. Utilize ADDIE principles of instructional design during the revision and/or creation of ancillary materials to allow learners to better navigate resources using a methodical and researched strategy.

The substantial updates we propose to make will ensure this text and its supporting ancillary materials continue to serve as quality OERs for colleges and universities not only within the USG but also regionally and nationally.

# Action Plan

*Describe the tasks needed to complete the project in as much detail as possible. If this application has more than one team member, include the major roles for each person and which tasks this role is assigned. Estimate the amount of time (e.g. number of hours) each task will take. Include plans for open licensing and plans for making your materials accessible. Indicate if you are using other platforms in addition to the repository to host your created materials.*

During the progress of this project, we will utilize the ADDIE Instructional Design Model to guide our activities. As such, our action plan reflects the five phases of this model:

**ANALYSIS**:

*We will conduct a detailed needs assessment by administering surveys during spring 2022 to faculty teaching NURS 1000 and students currently enrolled in the course. Student surveys will collect usage data, student opinion about the clarity and ease with which the students navigate the textbook, and whether the text and ancillaries meet their learning needs. Faculty surveys will focus on identification of content errors, recommendations for improved formatting and aesthetics, and suggestions for chapter topics to be included in the new lecture video library. Grant team members will also conduct a detailed, chapter-by-chapter analysis to combine with data from student and faculty surveys to generate a final, comprehensive list of updates and revisions needed to meet instructional goals.*

**DESIGN**:

*Based upon the analysis phase, grant team members will make informed decisions about which revisions to the text can be reasonably and effectively made and what type of revisions are needed in the supporting ancillaries. Content experts will collaborate with the Instructional Designer on the grant team to determine appropriate instructional strategies and accessibility principles that can be utilized in the revisions of the text and ancillaries to clearly link them to the course content and learning objectives for all students. Finally, grant team members will agree upon a consistent formatting style and design aesthetic to ensure a consistent look and feel throughout the text and supporting ancillary materials. The instructional designer will*

**DEVELOPMENT**:

*During the development phase (June-November), the grant team members will revise, update and/or create all elements of the project. Milestones have been established throughout the project to ensure timely progress and completion of assigned work. Each team member will be assigned chapters of the text (and the associated ancillary materials) to revise and update to ensure the scope of work is reasonable and the quality of work is high. As stated in the project goals, the following revisions are expected to occur: Update dead links, correct content errors and revise content to reflect recently released evidence-based practice, update images and correct citations/alt-text, create PowerPoints for coordinating chapters, create chapter checklists (also known as chapter objectives), fix accessibility issues, and create a mini-lecture video corresponding to the revised text.*

**IMPLEMENTATION**:

*GHC instructors teaching NURS 1000 will be provided with the revised text and supporting ancillary materials through the college’s Learning Management System (LMS) to incorporate in their spring, 2023 courses. The revised text and supporting ancillaries will also be uploaded to the GHC Introduction to Nursing LibGuide for public use and appropriate CC-BY will be assigned.*

**EVALUATION (summative)**:

*End-of-course surveys will be conducted to collect student perception about clarity and ease of use, whether the text and ancillaries met their learning needs, usage data. Faculty will also be surveyed to determine if revisions have corrected content errors, improved aesthetics and accessibility for their students, and covered concerns expressed during the spring 2023 surveys. Final grant report will be submitted to USG and the revised textbook, PowerPoints, checklists, and mini lectures will be uploaded to Galileo Open Learning Materials repository.*

Five team members have been identified for the completion of this project. The roles and responsibilities of each team member and the estimated time for completion of assigned tasks are outlined below:

|  |  |  |
| --- | --- | --- |
| Team member | Actions | Estimated time on task |
|  Paula Stover | Grant Reports, revise ‘front matter: Dedication, table of contents, introduction, Cultural Considerations (Chapter 5), co-revise Collaboration and Teamwork (Chapter 7) | 80 hours |
|  Shea Walker | Revise Licensure (Chapter 8), Legal and Ethical Considerations (Chapter 3) | 80 hours |
|  Bethany Blevins | Revise Informatics (Chapter 6), Quality Improvement (Chapter 4) and co-revise Collaboration and Teamwork (Chapter 7) | 80 hours |
|  Debbie Amason | Revise Self Care (Chapter 2), Influence on Contemporary Nursing (Chapter 1) | 80 hours |
| Lisa Jellum | Upload Information and links into LibGuide and format text material using instructional design principles that are more learner friendly.  | 80 hours |

# Timeline

*Provide a project timeline aligned with the action plan above. Include major milestones and deadlines, keeping in mind your selected Final Semester.*

**Spring (January-March) 2022**

Analysis Phase – conduct student and faculty surveys; conduct chapter-by-chapter analysis; generate a needs assessment for supporting ancillaries; conduct team member meetings for collaborative work and planning (at least two)

**Spring (March-May) 2022**

Design Phase – generate comprehensive list of needed revisions; meet with library faculty and instructional designer; agree upon formatting design and consistent look and feel of revised text and ancillaries; identify topics for lecture videos; conduct additional team member meetings for collaborative work and planning (at least two)

**Summer (June-July) 2022**

Development Phase – individual team members start making revisions, correcting links, rectifying accessibility issues, improving aesthetics, and generating videos on their assigned chapters; first half of assigned chapters and associated ancillaries due no later than July 30th; conduct collaborative team member meetings as needed

**Fall (August-November) 2022**

Development Phase (cont.) – team members continue making revisions, correcting links, rectifying accessibility issues, improving aesthetics, and generating videos for assigned chapters; second half of assigned chapters and associated ancillaries due no later than November 1st; conduct collaborative team member meetings as needed

**Spring (January- May) 2023**

Implementation Phase – distribute revised materials to all instructors of NURS 1000 via LMS so instructors can pilot text and materials in their spring 2023 courses; upload revised materials to GHC Nursing LibGuide; attach CC-BY to all revised materials; conduct collaborative team member meetings as needed

***May 2023***

Evaluation and Report Phase: seek feedback on revisions from course instructors, survey students to determine if clarity and ease of use scores improved; upload revised text and ancillaries to Galileo Open Learning Materials repository, generate and submit the final grant report to USG

# Budget

*Please enter your project’s budget below. Include personnel and projected expenses, keeping i that this grant funds the estimated time in your Action Plan. The maximum amounts for the award are as follows:*

* *$2,000 maximum per team member for salary, course release, travel, etc.*
* *Additional project expenses allowed, but must be adequately justified in this section*
* *$10,000 maximum total award per grant*

**Team member salaries total $10,000:**

* **Paula Stover - $2,000**
* **Lisa Jellum - $2,000**
* **Debbie Amason - $2,000**
* **Bethany Belvins - $2,000**
* **Shea Walker - $2000**

# Creative Commons Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia 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 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.*

|  |
| --- |
|  |

# 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.*

|  |
| --- |
|  *Use the info from the support letter* |