

Application Details

Manage Application: ALG Textbook Transformation Grant

Award Cycle: Round 4

**Internal Submission
Deadline:** Monday, September 7, 2015

Application Title: 174

Submitter First Name: Deanna

Submitter Last Name: Cozart

Submitter Title: Coordinator of Open Education Resources

Submitter Email Address: dcozart@uga.edu

Submitter Phone Number: 706-542-2160

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Deanna

Applicant Last Name: Cozart

Co-Applicant Name(s): DeLoris Wentzel Hesse, C. Edward Watson

Applicant Email Address: dcozart@uga.edu

Applicant Phone Number: 706-542-2160

Primary Appointment Title: Coordinator of Open Education Resources

Institution Name(s): The University of Georgia

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Dr. Deanna L. Cozart – Coordinator of Open Education Resources, Center for Teaching and Learning, The University of Georgia. dcozart@uga.edu

Dr. DeLoris Wenzel Hesse – Associate Professor, Department of Cellular Biology, The University of Georgia. hesse@uga.edu

Dr. Brett G. Szymik – Assistant Professor, Department of Cell Biology and Anatomy, Georgia Regents University/The University of Georgia partnership. szymik@uga.edu

Dr. Rob Nichols – Lecturer, Department of Cellular Biology. The University of Georgia. Rob10367@uga.edu

Dr. Leslie Pryor – Temporary Lecturer, Department of Cellular Biology, The University of Georgia. Leslie00@uga.edu

Dr. C. Edward Watson, Director, Center for Teaching and Learning, The University of Georgia. edwatson@uga.edu

Sponsor, (Name, Title, Department, Institution):

Dr. C. Edward Watson, Director, Center for Teaching and Learning, The University of Georgia.

Proposal Title: 174

Course Names, Course Numbers and Semesters Offered:

Anatomy and Physiology I (CBIO 2200) and Anatomy and Physiology I Laboratory (CBIO 2200L)

Anatomy and Physiology II (CBIO 2210) and Anatomy and Physiology II Laboratory (CBIO 2210L)

These are all offered every semester, including fall, spring, and summer.

Final Semester of Instruction: Fall 2016

Average Number of Students per Course Section: CBIO 2200 (L) = 891; CBIO 2210 (L) = 712

Number of Course Sections Affected by Implementation in Academic Year: All course sections

Total Number of Students Affected by Implementation in Academic Year: 1,603

List the original course materials for students (including title, whether optional or required, & cost for each item):
Lecture: Saladin, K. (2014). Anatomy & physiology: The unity of form and function (7th ed.). New York, N.Y.: McGraw-Hill. \$292.25
Lab: Wise, E. (2014). Anatomy & physiology laboratory manual (7th ed.). Boston: McGraw-Hill Higher Education. \$162
*Note: The same texts are used for both courses in the sequence.

Proposal Categories: OpenStax Textbooks

Requested Amount of Funding: \$30,000.00

Original per Student Cost: \$454.25

Post-Proposal Projected Student Cost: \$0.00

Projected Per Student \$454.25

Savings:

Plan for Hosting Materials: OpenStax CNX

Project Goals:

1. Transition Anatomy and Physiology I and II lecture and lab students away from current expensive materials and to the OpenStax text for Anatomy and Physiology.
2. Create a lab manual to pair with the OpenStax text to replace the current separate lab text.
3. Provide significant cost savings to a large number of UGA students
4. Contribute to the growing initiative of making college more affordable for all students.
5. Evaluate the experiences of students and faculty through this process.

Statement of Transformation:

This proposal is specifically aimed at significantly reducing the textbook costs for students enrolled in Anatomy and Physiology I and II at The University of Georgia, as the rising costs in higher education and specifically those associated with the costs of textbooks have been well documented (CBS MoneyWatch, 2012; College Board, 2013; Schick & Marklein, 2013).

One way to combat these increasing costs is through the use of Open Educational Resources (OERs), which are texts or materials that are located in the public domain or written with open copyright licenses (Kortemeyer, 2013). This proposal specifically targets all sections of Anatomy and Physiology I with lab and Anatomy and Physiology II with lab, which currently have course materials that cost students \$454.25, to transition to OER materials reducing that cost to \$0.00 and saving UGA students over \$400,000.00 in textbook costs each year.

Currently, students in many majors, including nursing, pharmacy, occupational therapy, physical therapy, sports medicine, and more are required to complete the sequence of both courses, as well as the accompanying labs. Dr. DeLoris Wenzel Hesse is an Associate Professor of Anatomy and Embryology and works to coordinate all of the undergraduate sections of the course. She will serve as a content expert, as will Dr. Brett Szymik, an Assistant Professor through the Georgia Regents University/University of Georgia partnership. In addition, faculty members Dr. Rob Nichols and Dr. Leslie Pryor will contribute to creation and teach students with the developed materials. This team represents the entire Anatomy and Physiology undergraduate program members, and would transform the experience of students across many pre-medicine majors by significantly reducing the textbook costs associated with their program of study by utilizing an open textbook and creating an accompanying open lab text.

References:

CBS MoneyWatch (2012, September 21). Why college tuition keeps rising. Retrieved from http://www.cbsnews.com/8301-505145_162-57517032/why-college-tuition-keepsrising/

The College Board. (2013). *Trends in college pricing 2013*. Washington, DC: Author.

Kortemeyer, G. (2013). Ten years later: Why open educational resources have not noticeably affected higher education, and why we should care. *Educause Review*, 48(2). Retrieved from <http://www.educause.edu/ero/article/ten-years-later-why-open-educationalresources-have-not-noticeably-affected-higher-education-and-why-we-should-ca>

Shick, D., & Marklein, M.B. (2013, August 20). College students say no to textbooks. *USA Today*.

Transformation Action Plan:

There are two aspects to this transformation at scale project. First of all, there is the implementation and use of the OpenStax Anatomy and Physiology text at no cost in all sections of CBIO 2200 and CBIO 2210. This text has already been identified as meeting the needs of the instructors for implementation of the project. CTL staff will work with all faculty on any subsequent course redesign projects that appear in order to fully integrate this text into the current course structure.

The second aspect of this project is the creation of a lab manual to accompany the OpenStax text for Anatomy and Physiology. The lab is a required component of these courses, and the text alone for that portion of the class is \$162.00. Drs. DeLoris Wentzel Hesse and Brett Szymik will serve as subject matter experts in the creation of a new open lab manual for the course, while Drs. Rob Nichols and Leslie Pryor will serve as both subject matter experts and instructors of record during implementation. Dr. Deanna Cozart will help to assure the project is meeting guidelines, manage the budget, complete reports, and facilitate the evaluation of the materials, while Dr. C. Edward Watson will offer additional CTL support as needed. The newly created lab manual will be shared with OpenStax and hosted on the OpenStax CNX platform.

Quantitative & Qualitative Measures: Throughout the project, the CTL at UGA will work alongside the Anatomy and Physiology faculty to evaluate the success of the project using both quantitative and qualitative measures. In terms of quantitative measures, the withdrawal and failure rate will be calculated, as well as descriptive data for total cost savings based on enrollment during the implementation period. Additionally, students will be surveyed about their perceptions of the new materials and thoughts about using the OpenStax and newly developed content. In terms of qualitative data, the survey for students will include open-ended questions about their experiences that will be coded for themes. We will also conduct interviews and focus groups with students about their perceived quality and experiences, and analyze that feedback with the responses from the survey.

Timeline:

September 2015 – Submit transformation proposal

October 2015 – Receive award notification

Spring 2016 – Content evaluation of the OpenStax text begins; Beginning of development of accompanying lab text and writing/development

Summer 2016 – Completion of materials creation

Fall 2016 – Implementation of materials in all course and lab sections of CBIO 2200 and CBIO 2210.

Fall 2016 – CTL works with CBIO faculty to collect data on student experiences and satisfaction

January 2017 – Submit final report of findings to ALG

Budget:

Faculty Department Stipend (Spring/Summer 2016):

Dr. DeLoris Wenzel Hesse - \$5,000.00

Dr. Brett Szymik - \$5,000.00

Dr. Rob Nichols - \$5,000.00

Dr. Leslie Pryor - \$5,000.00

Center for Teaching and Learning Support (Fall 2016):

Dr. Deanna Cozart - \$5,000.00

Dr. C. Edward Watson - \$4,200.00

Travel Expenses:

Grant kickoff meeting and other travel as necessary - \$800.00

Total Project Expenses: \$30,000.00

Sustainability Plan:

Drs. Hesse, Szymik, Nichols, and Pryor plan to continue using the OpenStax text and accompanying lab text into the future. CBIO 2200(L) and CBIO 2210(L) are both taught every semester, including summer, and will be for the foreseeable future. The newly created lab text will be hosted with OpenStax CNX and available to distribution to other interested institutions. The CTL will continue to provide assistance and collaborative support of the materials as needed.



The University of Georgia

Center for Teaching and Learning

September 4, 2015

Review Committee
ALG Textbook Transformation Grants
University System of Georgia

Dear Review Committee Members,

I am excited and pleased to have the opportunity to write in support of the UGA Center for Teaching and Learning's (CTL) grant proposal that is in response to the recent request for proposals for USG Textbook Transformation Grants. This proposal provides an opportunity for the CTL to extend the OER course transformation practices we have developed over the past two years into another large enrollment course that promises exceptional cost savings for students.

While the adoption of a textbook is ultimately the decision of an individual faculty member, and that decision may change as new opportunities arise, we feel this particular project has a high probability for sustainability and success. Our faculty partners in this project are Dr. DeLoris Wenzel Hesse and Dr. Brett Szymik from the Department of Cellular Biology. Both faculty members participate in the Georgia Regents University (GRU)/University of Georgia (UGA) Medical Partnership, and coordinate the undergraduate Anatomy and Physiology program of study for all pre-medicine majors.

As coordinator for Anatomy and Physiology, Dr. Hesse makes departmental teaching assignments, can influence textbook decisions, and ensure uniformity across sections of the same course taught by several instructors. This proposal is specifically targeting widespread implementation across the course sequence of Anatomy and Physiology I and II, including corresponding laboratory courses. Given this broad implementation, there is a substantial opportunity to impact many students and offer significant cost savings to pre-medicine students.

While the attached proposal provides a range of expected cost savings, given Dr. Hesse's role in assuring adoption and sustainability, we fully expect the actual savings to approach the top figures we have shared as the GRU/UGA partnership continues to expand in the future. Thank you for considering our proposal.

Sincerely,

C. Edward Watson, Ph.D.
Director