Application Details

Manage Application: Textbook Transformation Grants: Round Eleven

Award Cycle:	Round 11
Internal Submission Deadline:	Tuesday, January 23, 2018

Application Title:	349
Application ID:	002043
Submitter First Name:	Juanjuan
Submitter Last Name:	Peng
Submitter Title:	Associate Professor
Submitter Email Address:	jpeng@georgiasouthern.edu
Submitter Phone Number:	4439399581
Submitter Campus Role:	Proposal Investigator (Primary or additional)
Applicant First Name:	Juanjuan
Applicant Last Name:	Peng
Applicant Email Address:	jpeng@georgiasouthern.edu
Applicant Phone Number:	4439399581
Primary Appointment Title:	Associate Professor
Institution Name(s):	Georgia Southern University
Co-Applicant(s):	--
Submission Date:	Tuesday, January 23, 2018

Proposal Title:	349
Proposal Category:	Specific Top 50 Lower Division Courses
Final Semester of Instruction:	Fall 2018
Are you using an OpenStax textbook?:	No

Team Members (Name, Email Address):

Dr. Hongjie Wang

hongjie.wang@armstrong.edu

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

Dr. Diana Cone

Interim Provost and vice president for academic affairs

Georgia Southern University

Course Names, Course Numbers and Semesters Offered:

HIST 1112 World History II: The Emergence of the Modern Global Community (currently listed as World Civilizations II at the Savannah campus), Fall 2018

List the original course materials for students (including title, whether optional or required, & cost for each item):	Required textbooks:Robert Tignor, et al., Worlds Together: Worlds Apart, vol. II, 2013 (fourth edition) $101.03Reilly, Kevin, Worlds of History, Volume II: Since 1400: A Comparative Reader, 2013 (fifth edition) $62.48Robert W. Strayer, Ways of the World: A Brief Global History with Sources, Volume 2, 3rd edition, 2015, $92.05
Average Number of Students per Course Section:	46
Number of Course Sections Affected by Implementation in Academic Year:	7
Average Number of Students Per Summer Semester:	0
Average Number of Students Per Fall Semester:	202
Average Number of Students Per Spring Semester:	122
Total Number of Students Affected by Implementation in Academic Year:	324
Requested Amount of Funding:	$10800
Original per Student Cost:	$163.51 for Dr. Peng's class and $ 92.05 for Dr. Wang's class

Post-Proposal Projected Student Cost: 0

Projected Per Student Savings: $163.51 for Dr. Peng's class and $ 92.05 for Dr. Wang's class

Projected Total Annual Student Savings: $50.942.44

Creation and Hosting Platforms Used ("n/a" if none):

folio, desire2learn and Libguides

Project Goals:

This project aims to transform the sections of World Civilizations II class (the same course is currently listed as World History II: The Emergence of the Modern Global Community at the Statesboro campus) (HIST1112, core course listed under Area B-Global Perspectives) taught by Dr. Dr. Hongjie Wang and Dr. Juanjuan Peng at Georgia Southern University-Armstrong and Statesboro campuses into one with open educational resources by replacing traditional print textbooks and adopting free digital textbooks and primary sources on the internet (main target resource sites include MERLOT, OpenStax, The Internet Classics Archive, Historical Text Archive, Internet Modern History Sourcebook, free resources through Library of Congress, and free access online newspapers and journals) and library subscribed resources (such as ebooks, JSTOR, Project Muse, Films on Demand, and Oxford Journal Online). The implementation of the project will not only bring huge savings for students taking this "one of the most popular course" on the curriculum under USG system (at least $50.942.44 total savings for more than three hundred students per academic year), but also enhance students' performance in active learning by directing them to determine the nature and extent of materials online, select useful information resources, and evaluate information for currency, relevance, bias, authority and accuracy. The grant will help us redesign the current course, evaluate and choose appropriate open educational resources, and develop an effective reference website on LibGuides that will be accessible by all learners across the state. This project will also serve as a model for the faculty of the History Department (now including 36 professors after the consolidation of Georgia Southern and Armstrong State University since Jan. 1, 2018) to explore new methods of instruction and assessment based on free online materials in the digital age.

Statement of Transformation:

The transformation of the current HIST1112 class includes the replacement of the originally adopted expensive textbooks (the main textbooks currently in use at the two campuses of Georgia Southern by these two faculty members include *Worlds Together, Worlds Apart*, vol. 2, 4th edition, $101.03, *Worlds of History: A Comparative Reader*, 5th edition, $62.48, *Ways of the World: A Brief Global History with Sources*, vol. 2, 3rd edition, $92.05) with online materials that are freely available to students. Dr. Juanjuan Peng and Dr. Hongjie Wang, both with more

than eight years of teaching experience in world history, will redesign the current course, develop new assignments and assessment tools, evaluate online materials, and create a new reference site on Libguides for the classes. The instructors, the students and faculty in the History Department at Georgia Southern will all be positively affected by the transformation—the instructors will enrich and diversify their teaching methods by adopting new learning materials; the students taking this class will save money on books and gain necessary skills to learn new information for the 21st century (ie. determining the nature and extent of source materials needed to complete a project or explore a topic, critically selecting and evaluating materials, and responsibly integrating and documenting sources from internet); and other faculty in the history department will have a template for developing courses that have a similar positive impact on pedagogy and lower the cost of college for students.

Transformation Action Plan:

The steps to accomplish this transformation include (detailed timeline will be provided in next section):

1) In the spring of 2018, our team will identify, review, and select new course materials from reliable internet resource hubs and databases, i.e. MERLOT, OpenStax, The Internet Classics Archive, Historical Text Archive, Internet Modern History Sourcebook and multiple journals and newspapers websites etc. For example, on the topic of Industrial Revolution, this new class will instruct students to explore the rich information provided by Internet Modern History Sourcebook: Industrial Revolution (http://www.fordham.edu/halsall/mod/modsbookl4.html#TheIndustrialRevolution).

Compiled by Paul Halsall of Fordham University, this page contains links to an extensive collection of copy-permitted historical texts relating to the industrial revolution. Students will read primary documents about social and political effects of the revolution from this website, such as Harriet Hanson Robinson's autobiography about her experience as a Lowell mill girl in the early 19th century. Meanwhile, students will be asked to examine excerpts from Adam Smith's *The Wealth of Nations* and Karl Marx and Friedrich Engels's *The Communist Manifesto* in order to understand the relationship between Industrial Revolution and Capitalism. The copyrights of both books are already expired and we can easily find free online access to the original texts.

2) By the end of the spring semester of 2018, we'll design a new syllabus with detailed links of new online readings, assignments and assessment tools including topic discussions, website evaluations, research projects and map explorations.

3) By the end of summer 2018, we'll develop a reference site with information about research tools and online resources guide on Libguides, to be available to the public.

4) During the fall semester of 2018 when project is under implementation, Dr. Peng will offer

two sections and Dr. Wang will offer three sections of the same course at two individual campus respectively: Dr. Wang at the Armstrong campus and Dr. Peng at the Statesboro campus. We will assess project's impact on student success by following the performance of students during and at the end of semester. Midterm and final surveys and one-on-one interviews will also be conducted to help the instructor adjust reading materials and assessment tools and improve teaching effectiveness. At last, the two instructors will also visit each other's classes to help each other make improvements.

5) During and after the implementation semester in fall 2018, this class will arrange class observations and faculty discussions to share the ideas and methods of adopting free online materials in teaching world history. Teaching demo or forum will be arranged to share experience in adopting free internet sources in teaching modern world history.

6) In the spring semester of 2019 (and every semester thereafter), based on students'

evaluations and feedbacks and faculty colleagues' suggestions and critiques, we will conduct a full evaluation of the effectiveness of the reading materials and student assessment tools, and adjust and enrich the readings accordingly; such evaluations of readings will be conducted each semester thereafter.

Both teammates (Dr. Hongjie Wang and Dr. Juanjuan Peng) will be responsible for discussing the potential resources to be adopted in the class, drafting the course syllabi, designing course organization and topics, targeting/evaluating/selecting reading materials for class, developing course assignments and assessment tools, and building the website on Libguide. The two will work collaboratively during the process. Although our classes will be taught separately and presumably with different emphases, the teaching resources, assessment tools, and the reference website will be shared between the two team members and their students.

Each instructor will organize teaching demos, faculty observations and evaluation discussions with faculty at individual campuses during and at the end of the semester of implementation.

Quantitative & Qualitative Measures:	Quantitative measures will include DFW Rate—tracking numbers and rates of students who drop, fail, or withdraw from the class (DFW) on the two campuses for each semester; Student performance—collecting data on their performance on quizzes, exams and other assignments at the end of semester. Class registration rate—every academic year, tracking changes in registration rate (including the number of students on waiting list) in compare with the same courses offered by other faculty taught with traditional textbooks—supported by Registrar's Office. Qualitative measures will includeStudents evaluation—the standard student class evaluation (SmartEval adopted by Georgia Southern) at the end of the semester.Midterm student feedback—a midterm class survey for comments and concerns from students, which will be used for adjustments in selecting readings and designing assessment tools.Post-course survey—a post-class survey at the end of semester, asking for comments and suggestions for future improvements to the classes.One-on-one interviews with selected students about their experience in the class at the end of semester (interviewees will be chosen based on their classroom performances to cover diverse groups—at least three students will be selected respectively from students with high, medium and low grades).Long-term follow-up of students—we plan to conduct surveys or interviews with a number of students who finish this class and continue taking other humanities and social sciences courses which are taught with traditional textbooks. We hope to learn their comparisons about the effectiveness of the two kinds of courses based on their direct learning experiences.Peer observation—for each semester, faculty members from the department will be invited to observe the lectures and review course materials.

Timeline:

Jan. 22, 2018. Proposal submission

Feb 15, 2018. Upon receipt of notice of award, project starts with a formal meeting among

team members and other parties involved (i.e. Department head, Department secretary, and student assistants if available).

Feb. 26, 2018. The whole team will participate ALG kick-off meeting.

April 1, 2018. Completion of the first round of internet resources research, locating reliable and accessible resources. Arrange monthly team meeting to report progresses.

May 1, 2018. Completion of the draft syllabus of the class with major topics and draft assignments developed. Arrange monthly team meeting to report progresses.

June 1, 2018. Completion of the second round of internet research for specific materials appropriate to the class being designed. Arrange monthly team meeting to report progresses.

July 1, 2018. Completion of the design of the course reference website, seek evaluations from faculty and students. All assigned materials and workable links will be tested. Arrange monthly team meeting to report progresses.

Aug. 15, 2018. Begin implementation of the course.

Sep. 1, 2018. Collect Drop and Withdrawal data. Arrange monthly team meeting to report progresses.

Oct. 1, 2018. Conduct midterm survey to gather students' feedbacks. Conduct peer observations. Arrange monthly team meeting to report progresses and schedule class visits to each other's classes

Dec 1, 2018. Teaching Demonstrations and Department and College discussions—for each semester, we plan to organize teaching demo and discussions among department and college colleagues to present the use of the new materials and assessment tools, as well as course websites, inviting comments and suggestions. Both the quantitative and qualitative data collected will be utilized in the final report as well as within ALG program communications.

Feb. 1, 2019. Review teaching materials and assessment tools, make adjustments and modifications based on students' evaluations and performances, in hopes of improving this class in the future and setting a workable model for more faculty interested in adopting affordable textbooks and free online sources.

Budget:

Total: $10,800

$10,000 overload compensations for the two instructors in the fall of 2018 ($5,000 each)

$800 for two team members to attend the required in-person kickoff meeting on Feb 26, 2018 ($400 each)

Sustainability Plan:

Once the redesign of History 1112 is completed there will be no significant additional costs. After it is implemented for the first time in fall 2018, the same class (with all the teaching materials and the reference website) will be offered consistently every semester thereafter. The impact of the new course will be ongoing. It is a core course listed under Area B-Global Perspective section and required for all students. The class is offered every semester; it is one of the most popular courses at Georgia Southern University. Students will continue to benefit academically and financially from the new course design.

Further sustainability plan includes:

1) Keep maintenance of course reference websites by modifying, enriching, and updating source materials and web links regularly based on assessment of teaching effectiveness and students' responses/suggestions from each semester;

2) On a regular base, teaching demos and discussions will be organized among the faculty in the History Department to discuss the adaptation of free online source materials in teaching HIST1112 and share teaching experience with colleagues interested in adopting free online sources;

3) Keep working as a team to develop new courses with affordable textbooks and free online sources; courses may include Modern China, Modern Japan and other upper-level history courses.

Final Semester of Instruction:	Spring 2017

GEORGIA SOUTHERN UNIVERSITY

ACADEMIC AFFAIRS
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OFFICE OF THE PROVOST AND VICE PRESIDENT

January 10, 2018

Affordable Learning Georgia
2500 Daniells Bridge Road
Building 300
Athens, GA 30606

To Whom It May Concern,

On behalf of Georgia Southern University, I am very pleased to write this letter of support for the Affordable Learning Georgia Textbook Transformation grant proposal co-authored by Dr. Juanjuan Peng and Dr. Hongjie Wang from the Department of History. Their proposal, entitled, "Teaching Modern World History with Open Educational Resources (OER)," proposes to replace the existing commercial textbook with a combination of a free online textbook and primary sources that are available to all online. Besides saving our students significant money, the proposed project has the benefit of also teaching students how to discern quality online resources from less credible ones. This would provide a great benefit to our students, as HIST 1112 is a very popular Core course, with an annual enrollment of more than 300 students in the sections taught by Drs. Peng and Wang, more than 1,000 students in all the sections offered by the whole Department of History on the two campuses at the new Georgia Southern. As a result, the proposed project will have a significant impact.

As with all of these grant proposals, it is important to recognize that commercially published textbooks are generally quite expensive and as a result, students often feel that they cannot afford to purchase the text and hence, do not do so. Thus, assembling the proposed no-cost alternative to a traditional textbook will have a significant impact on costs for the large number of students who annually take HIST 1112 on our campuses and will also impact students' performance, as all will have access to materials for free.

Georgia Southern recognizes the importance of engaging our students in Core disciplines and the proposed project will further this objective, by utilizing freely available materials and teaching students how to find high-quality, credible online materials. I am very pleased to support this project wholeheartedly.

Sincerely,

Diana Cone, Ph.D.,
Interim Provost and Vice President
for Academic Affairs

Affordable Learning Georgia Textbook Transformation Grants
Round 11

Proposal Form and Narrative

- *The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.*
- ***Note: The only way to submit the proposal is through the online form in Georgia Tech's InfoReady Review at:***
  https://gatech.infoready4.com/#competitionDetail/1757803
- *Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.*

Submitter Name	Juanjuan Peng
Submitter Title	Associate Professor of History
Submitter Email	jpeng@georgiasouthern.edu
Submitter Phone Number	912-478-7262
Submitter Campus Role	*Select:* **Proposal Investigator** *(Primary or Additional); Sponsored Programs Office; Grants Office, Business Office; Provost/Academic Affairs Office; Other*
Applicant Name	*Juanjuan Peng, Primary Investigator/Team Lead*
Applicant Email	jpeng@georgiasouthern.edu
Applicant Phone Number	912-478-7262
Primary Appointment Title	*Associate Professor of History*
Institution Name(s)	Georgia Southern University
Team Members	*Hongjie Wang* *Associate Professor of History*

	Georgia Southern University
Sponsor, Title, Department, Institution	*Provost, Georgia Southern University*
Proposal Title	**Teaching Modern World History with Open Educational Resources (OER)**
Course Names, Course Numbers and Semesters Offered	*HIST 1112 World History II: The Emergence of the Modern Global Community (currently listed as World Civilizations II at the Savannah campus), Fall 2018*
Final Semester of Instruction	*Fall 2018*

Average Number of Students Per Course Section	46	**Number of Course Sections Affected by Implementation in Academic Year**	7	**Total Number of Students Affected by Implementation in Academic Year**	324

Average Number of Students Per Summer Semester	*0*
Average Number of Students Per Fall Semester	*202 (122 in Dr. Peng's class and 120 in Dr. Wang's class)*
Average Number of Students Per Spring Semester	*122 (122 in Dr. Peng's class and 0 in Dr. Wang's class)*
Award Category (pick one)	☐ No-or-Low-Cost-to-Students Learning Materials ☒ **Specific Core Curriculum Courses**

Are you planning on using an OpenStax textbook?	☐ Yes ☒ No
List the original course materials for students (including title, whether optional or required, & cost for each item)	Robert Tignor, et al., Worlds Together: Worlds Apart, vol. II, 2013 (fourth edition) $101.03 Reilly, Kevin, Worlds of History, Volume II: Since 1400: A Comparative Reader, 2013 (fifth edition) $62.48 Robert W. Strayer, Ways of the World: A Brief Global History with Sources, Volume 2, 3rd edition, 2015, $92.05
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Post-Proposal Projected Per Student Cost	$0
Projected Per Student Savings	$163.51 for Dr. Peng's class and $ 92.05 for Dr. Wang's class
Projected Total Annual Student Savings	*$50.942.44*

NARRATIVE

1. PROJECT GOALS

This project aims to transform the sections of World Civilizations II class (the same course is currently listed as World History II: The Emergence of the Modern Global Community at the Statesboro campus) (HIST1112, core course listed under Area B-Global Perspectives) taught by Dr. Dr. Hongjie Wang and Dr. Juanjuan Peng at Georgia Southern University-Armstrong and Statesboro campuses into one with open educational resources by replacing traditional print textbooks and adopting free digital textbooks and primary sources on the internet (main target resource sites include MERLOT, OpenStax, The Internet Classics Archive, Historical Text Archive, Internet Modern History Sourcebook, free resources through Library of Congress, and free access online newspapers and journals) and library subscribed resources (such as ebooks, JSTOR, Project Muse, Films on Demand, and Oxford Journal Online). The implementation of the project will not only bring huge savings for students taking this "one of the most popular course" on the curriculum under USG system (at least $50.942.44 total savings for more than three hundred students per academic year), but also enhance students' performance in active learning by directing them to determine the nature and extent of materials online, select useful information resources, and evaluate information for currency, relevance, bias, authority and accuracy. The grant will help us redesign the current course, evaluate and choose appropriate open educational resources, and develop an effective reference website on LibGuides that will be accessible by all learners across the state. This project will also serve as a model for the faculty of the History Department (now including 36 professors after the consolidation of Georgia Southern and Armstrong State University since Jan. 1, 2018) to explore new methods of instruction and assessment based on free online materials in the digital age.

2. STATEMENT OF TRANSFORMATION

The transformation of the current HIST1112 class includes the replacement of the originally adopted expensive textbooks (the main textbooks currently in use at the two campuses of Georgia Southern by these two faculty members include *Worlds Together, Worlds Apart*, vol. 2, 4th edition, $101.03, *Worlds of History: A Comparative Reader*, 5th edition, $62.48, *Ways of the World: A Brief Global History with Sources*, vol. 2, 3rd edition, $92.05) with online materials that are freely available to students. Dr. Juanjuan Peng and Dr. Hongjie Wang, both with more than eight years of teaching experience in world history, will redesign the current course, develop new assignments and assessment tools, evaluate online materials, and create a new reference site on Libguides for the classes. The instructors, the students and faculty in the History Department at Georgia Southern will all be positively affected by the transformation—the instructors will enrich and diversify their teaching methods by adopting new learning materials; the students taking this class will save money on books and gain necessary skills to learn new information for the 21st century (ie. determining the nature and extent of source materials needed to complete a project or explore a topic, critically selecting and evaluating materials, and responsibly integrating and documenting sources from

internet); and other faculty in the history department will have a template for developing courses that have a similar positive impact on pedagogy and lower the cost of college for students.

3.   TRANSFORMATION ACTION PLAN

The steps to accomplish this transformation include (detailed timeline will be provided in next section):

1) In the spring of 2018, our team will identify, review, and select new course materials from reliable internet resource hubs and databases, i.e. MERLOT, OpenStax, The Internet Classics Archive, Historical Text Archive, Internet Modern History Sourcebook and multiple journals and newspapers websites etc. For example, on the topic of Industrial Revolution, this new class will instruct students to explore the rich information provided by Internet Modern History Sourcebook: Industrial Revolution (http://www.fordham.edu/halsall/mod/modsbookl4.html#TheIndustrialRevolution). Compiled by Paul Halsall of Fordham University, this page contains links to an extensive collection of copy-permitted historical texts relating to the industrial revolution. Students will read primary documents about social and political effects of the revolution from this website, such as Harriet Hanson Robinson's autobiography about her experience as a Lowell mill girl in the early 19th century. Meanwhile, students will be asked to examine excerpts from Adam Smith's *The Wealth of Nations* and Karl Marx and Friedrich Engels's *The Communist Manifesto* in order to understand the relationship between Industrial Revolution and Capitalism. The copyrights of both books are already expired and we can easily find free online access to the original texts.

2) By the end of the spring semester of 2018, we'll design a new syllabus with detailed links of new online readings, assignments and assessment tools including topic discussions, website evaluations, research projects and map explorations.

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4) During the fall semester of 2018 when project is under implementation, Dr. Peng will offer two sections and Dr. Wang will offer three sections of the same course at two individual campus respectively: Dr. Wang at the Armstrong campus and Dr. Peng at the Statesboro campus. We will assess project's impact on student success by following the performance of students during and at the end of semester. Midterm and final surveys and one-on-one interviews will also be conducted to help the instructor adjust reading materials and assessment tools and improve teaching effectiveness. At last, the two instructors will also visit each other's classes to help each other make improvements.

5) During and after the implementation semester in fall 2018, this class will arrange class observations and faculty discussions to share the ideas and methods of adopting free online materials in teaching world history. Teaching demo or forum will be arranged to share experience in adopting free internet sources in teaching modern world history.

6) In the spring semester of 2019 (and every semester thereafter), based on students' evaluations and feedbacks and faculty colleagues' suggestions and critiques, we will conduct a full evaluation of the effectiveness of the reading materials and student assessment tools, and adjust and enrich the readings accordingly; such evaluations of readings will be conducted each semester thereafter.

Both teammates (Dr. Hongjie Wang and Dr. Juanjuan Peng) will be responsible for discussing the potential resources to be adopted in the class, drafting the course syllabi, designing course organization and topics, targeting/evaluating/selecting reading materials for class, developing course assignments and assessment tools, and building the website on Libguide. The two will work collaboratively during the process. Although our classes will be taught separately and presumably with different emphases, the teaching resources, assessment tools, and the reference website will be shared between the two team members and their students.

Each instructor will organize teaching demos, faculty observations and evaluation discussions with faculty at individual campuses during and at the end of the semester of implementation.

4. QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative measures will include

DFW Rate—tracking numbers and rates of students who drop, fail, or withdraw from the class (DFW) on the two campuses for each semester;

Student performance—collecting data on their performance on quizzes, exams and other assignments at the end of semester.

Class registration rate—every academic year, tracking changes in registration rate (including the number of students on waiting list) in compare with the same courses offered by other faculty taught with traditional textbooks—supported by Registrar's Office.

Qualitative measures will include

Students evaluation—the standard student class evaluation (SmartEval adopted by Georgia Southern) at the end of the semester.

Midterm student feedback—a midterm class survey for comments and concerns from students, which will be used for adjustments in selecting readings and designing assessment tools.

Post-course survey—a post-class survey at the end of semester, asking for comments and suggestions for future improvements to the classes.

One-on-one interviews with selected students about their experience in the class at the end of semester (interviewees will be chosen based on their classroom performances to cover diverse groups—at least three students will be selected respectively from students with high, medium and low grades).

Long-term follow-up of students—we plan to conduct surveys or interviews with a number of students who finish this class and continue taking other humanities and social sciences courses which are taught with traditional textbooks. We hope to learn their comparisons about the effectiveness of the two kinds of courses based on their direct learning experiences.

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5.   TIMELINE

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6. BUDGET

Total: $10,800

$10,000 overload compensations for the two instructors in the fall of 2018 ($5,000 each)

$800 for two team members to attend the required in-person kickoff meeting on Feb 26, 2018 ($400 each)

7. SUSTAINABILITY PLAN

Once the redesign of History 1112 is completed there will be no significant additional costs. After it is implemented for the first time in fall 2018, the same class (with all the teaching materials and the reference website) will be offered consistently every semester thereafter. The impact of the new course will be ongoing. It is a core course listed under Area B-Global Perspective section and required for all students. The class is offered every semester; it is one of the most popular courses at Georgia Southern University. Students will continue to benefit academically and financially from the new course design.

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2) On a regular base, teaching demos and discussions will be organized among the faculty in the History Department to discuss the adaptation of free online source materials in teaching HIST1112 and share teaching experience with colleagues interested in adopting free online sources;

3) Keep working as a team to develop new courses with affordable textbooks and free online sources; courses may include Modern China, Modern Japan and other upper-level history courses.

8.   REFERENCES & ATTACHMENTS

A letter of support from Diana Cone, Ph.D. Interim Provost and Vice President for Academic Affairs