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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Thirteen (Spring 2019-Spring 2020)
Category:	University System of Georgia
Award Cycle:	Round 13
Submission Deadline:	01/14/2019 at 11:59 PM

Application Information

Submitted By:	Gwendolyn Boyce
Application ID:	2875
Application Title:	419
Date Submitted:	01/15/2019 at 7:34 AM

Personal Details

Institution Name(s):	Georgia Highlands College
Applicant First Name:	Gwendolyn
Applicant Last Name:	Boyce
Applicant Email Address:	mboyce@highlands.edu
Applicant Phone Number:	678-643-0254
Primary Appointment Title:	Dean, Health Sciences
Submitter First Name:	Gwendolyn
Submitter Last Name:	Boyce
Submitter Email Address:	mboyce@highlands.edu
Submitter Phone Number:	678-643-0254
Submitter Title:	Dean, Health Sciences

Application Details

Proposal Title

419

Final Semester of Project

Spring 2020

Requested Amount of Funding

10,800

Type of Grant

No-or-Low-Cost-to-Students Learning Materials

Course Title(s)

Introduction to Nursing, Foundations of Nursing,

Course Number(s)

NURS 1000, NURS 1100, NURS 1200, NURS 1400, 2500, 2600, 2650

Team Member 1 Name

Gwendolyn Michelle Boyce

Team Member 1 Email

mboyce@highlands.edu

Team Member 2 Name

Debbie Amason

Team Member 2 Email

damason@highlands.edu

Team Member 3 Name

Paula Stover

Team Member 3 Email

pstover@highlands.edu

Team Member 4 Name

Julius Fletcher

Team Member 4 Email

jfleschn@highlands.edu

Additional Team Members (Name and email address for each)

Rebecca Maddox, rmaddox@highlands.edu

Sponsor Name

Michelle Boyce

Sponsor Title

Dean, Health Sciences

Sponsor Department

Division of Health Sciences

Original Required Commercial Materials (title, author, price)

Fast Facts for the Student Nurse: Nursing Student Success in a Nutshell by Susan Stabler-Haas \$35.00

Think Like a Nurse: A Handbook by Linda Caputi \$59.99

Average Number of Students per Course Section Affected by Project in One Academic Year

32

Average Number of Sections Affected by Project in One Academic Year

12

Total Number of Students Affected by Project in One Academic Year

385

Average Number of Students Affected per Summer Semester

50

Average Number of Students Affected per Fall Semester

128

Average Number of Students Affected per Spring Semester

192

Original Total Cost per Student

94.99

Post-Project Cost per Student

0

Post-Project Savings per Student

94.99

Projected Total Annual Student Savings per Academic Year

41,320.65

Using OpenStax Textbook?

No

Project Goals

Georgia Highlands College (GHC) is a very cost-effective way for students to complete a program leading to licensure as a Registered Nurse. Despite the relatively low cost of our college, many students struggle to purchase the required textbooks. Most GHC students are working adults and many have families to support. Additionally, 43% of students at GHC receive the Pell Grant. Therefore, a reduction of textbook cost will reduce the financial burden to students.

Only one Health Sciences Textbook Transformation Grant has been awarded at GHC so far. If this proposal and textbook are successful, additional nursing and other health science subjects may be appropriate for grant applications. Provision of multiple open textbooks could greatly reduce the cost of education for these students.

Since all professional nursing pre-licensure programs incorporate an introduction of nursing principles, an open textbook covering this subject could be adopted by other programs throughout the United States. Learning about nursing roles and responsibilities, legal and ethical issues, and navigation of the health care system are an integral part of every nursing program. Future nurses are required to master each of these subjects prior to graduation and to successfully pass the licensure exam. Other programs could adopt this text to reduce the cost of their program, thus having a great impact on nursing education throughout the nation.

The GHC nursing faculty realized that content saturation was becoming detrimental to student success. This phenomenon was recognized across the nation and has been addressed successfully by other nursing programs through adoption of a concept-based curriculum. Based on evidence, GHC faculty decided to update the curriculum to support student outcomes. The first task was to divide basic nursing content into specific courses that allow students to learn by scaffolding information from simple to complex content. The NURS 1000 course introduces pre-nursing students to the nursing profession and the competencies required of all professional nurses.

In the newly designed GHC curriculum, pre-nursing students are required to pass the NURS 1000 Introduction to Nursing online course prior to entry in the program. This course is intended to help applicants understand the scope of the professional nursing role and introduce them to the vast responsibilities, fund of knowledge, and aptitudes required of modern nurses. This course should be a help in deciding whether a nursing career is a good fit for the student, prior to applying to the program.

Currently, students are taking the course along with their first semester in the program and instructors and students are finding that a textbook would greatly enhance learning. Current students have struggled to understand the concepts without a textbook despite many efforts by instructors through various innovative instructional methods. Therefore, faculty selected two textbooks with a cost of \$94.99. However, this cost is extreme for a one-hour introductory course.

Current students experience a great deal of anxiety over this course since they are not allowed to progress in the nursing program if unsuccessful. Future applicants will not be allowed entry into the program unless the course is successfully completed. In this project, the authors plan to write a clear, step-by-step textbook so students will be more confident in their mastery of this required material. The authors will invite student feedback through discussion and a questionnaire to guide changes so that content that is clear and useful during the trial implementation period (Spring Semester 2020).

Benefits to students will be many if this affordable text becomes available. Most introductory nursing information is provided in 1,300-page textbooks. Pre-program students should not be required to purchase these expensive texts and they might feel overwhelmed by the volume of material. Nursing students can feel challenged due to the volume of content that must be covered. A focus on selected concepts prior to nursing school will lessen the amount of material taught in the first semester. The authors hope to increase student confidence and reduce test anxiety by offering a clear, step-by-step approach to required introductory content.

Once in the program, nursing students will encounter subject matter from this course in several ways: during the first year of the traditional nursing program, during the bridge program for paramedics and licensed practical nurses (LPN), and throughout the second year. Graduates will also need mastery of these subjects to pass the licensure exam. All five clinical courses in the program will use this open textbook as a reference. The concepts introduced in NURS 1000 are taught across the curriculum in a simple-to-complex manner which allows students to build on prior learning.

Statement of Transformation

Beginning in the fall of 2020, GHC nursing students will be required to have passed the NURS 1000 Introduction to Nursing online course prior to entry in the program. This course is intended to help applicants understand the scope of the professional nursing role and introduce them to the vast responsibilities, fund of knowledge, and aptitudes required of modern nurses. The course also assists nursing students to master required concepts at a basic level, thus providing a strong foundation for increasingly complex material.

Current traditional students take this course during their first semester in the newly revised curriculum without a textbook. They must successfully pass the course to progress in the program which causes some angst and draws focus away from other required material. Their feedback on this new course has been helpful and made it clear that a textbook would greatly enhance their learning and the clarity of the content. The bridge students do not take this course and have provided substantial feedback regarding a lack of knowledge when joining the traditional students in the second year of the program. Some have said they feel "left behind" and do not have the foundation provided to traditional students. The faculty selected two texts that would cost \$94.99. This amount is too extreme for a one-hour course.

The authors intend to write a clear, step-by-step text so students will be able to master important information prior to entering the program and use the content throughout the program. Student

feedback will be an integral part of refining the material. Online discussions and a questionnaire will indicate areas to be clarified during the trial implementation period (Spring Semester 2020).

Cost reduction is an obvious benefit of this proposed open textbook. Despite the relatively low cost of education at GHC, many students struggle to purchase required textbooks. Most nursing students are working adults, and many have families to support. Reduction of textbook cost will reduce the financial burden to our students. Additionally, traditional nursing students will enter the program with a nursing mindset and bridge students will enter the second year with a similar fund of knowledge.

Transformation Action Plan

This writing team will develop an open textbook to include an outline of instructional content developed over the past three years. The topics will progress from the history of nursing to the role of the professional nurse within modern healthcare settings. Content areas will include nursing theories, professional identity, legal and ethical considerations, evidenced-based practice, the art of caring, cultural concerns, healthcare systems and delivery of care, technology and informatics, and the educational preparation required for healthcare environments.

Topics will be supported by evidence-based nursing research, professional standards, online resources, and review of multiple nursing textbooks.

Team members and their roles:

Julius Fleschner (Dean of Libraries & Testing) - Set up the digital structure of the project and making certain that the project will be publishable and available to the university system when it is published in GALILEO Open Learning Materials. The librarian will ensure that the online textbook functions appropriately when published in GALILEO Open Learning Materials.

Debbie Amason, DNP, MS, RN (Associate Professor) - Co-author and course director and lead instructor for NURS 1000 (online Introduction to Nursing course); instructor in NURS 1100, 1200, 2500, 2600, 2650

Paula Stover, DNP, RN, CNS (Associate Professor) - Co-author; instructor in NURS 1000, 1100, 1200, 2500, 2600, 2650

The co-authors will include the following topics which encompasses an introduction to the Quality and Safety Education for Nurses (QSEN) competencies:

Introduction and Review of Course Requirements

History of Nursing and Nursing Theories

Professional Identity and Self-care Behaviors

Legal and Ethical Considerations

Evidence-Based Practice, Safety, and Quality Improvement

Cultural Considerations and the Art of Patient Centered Caring

Healthcare Systems, Delivery of Care, and Informatics

Teamwork and Collaboration

Educational Preparation for Nursing Careers and Licensure Requirements

Michelle Boyce (Dean, Health Sciences and Associate Professor)-Dr. Boyce will provide editorial assistance and direction for all course material and resources to ensure accuracy and understandability prior to implementation. The review will be completed module by module. The Dean will also assist in the implementation of the open text and pre- and post-evaluation of its effectiveness.

Rebecca Maddox (Director, Associate Degree Nursing Program) -Rebecca Maddox will provide recommendations on content and LibGuide format. The Director will also assist in the implementation of the open text and pre- and post-evaluation of its effectiveness.

Quantitative & Qualitative Measures

Pretest-Posttest: This test will measure changes in the student's understanding of the content provided. Ten questions from various sections of the text will be presented to the students enrolled in NURS 1000 from the online course in each of the modules. The non-graded pretest will be presented at an in-class course orientation. The posttest questions will be integrated into the proctored final exam. Questions in the pretest and posttest will be identical. Differences in the two scores will be analyzed to determine student understanding of course content.

Pre-Nursing Satisfaction Survey: This Likert-style questionnaire will be administered to students who complete NURS 1000 in Spring, Summer, and Fall Semesters 2020. Questions will include student perceptions regarding the completeness, effectiveness, and usability of the free textbook. Students will also be asked for input on recommended changes or additions.

Nursing Student Satisfaction Survey: This Likert-style questionnaire will be administered to students who complete NURS 1100, 1200, 1400, 2500, 2600, and 2650 in Spring and Fall Semester 2020. Questions will include student perceptions regarding the completeness, effectiveness, and usability of the free textbook. Students will also be asked for input on recommended changes or additions.

Recommendations for Change: Students will be asked for input on recommended changes or additions at the end of Spring Semester 2020. Recommendations will be reviewed, and appropriate changes will be implemented for the Summer Semester 2020.

Timeline

Spring and Summer Semesters 2019: Research materials, consult nursing faculty and librarians, and host information gathering sessions.

Fall Semester 2019: Attend the kickoff workshop (All). Set up the digital structure to ensure the project will be publishable and available to the university system in GALILEO Open Learning Materials (Julius Fleschner). Compose all textbook modules (Debbie Amason and Paula Stover). Locate online resources for textbook (Julius Fleschner). Review and edit all material for accuracy and readability (Michelle Boyce). Putting the textbook online and ensuring that the digital structure functions appropriately when published in GALILEO Open Learning Materials (Julius Fleschner and Rebecca Maddox).

Spring Semester 2020: Implement the textbook with a pilot group of pre-nursing students in NURS 1000 and nursing students NURS 1400, NURS 2600, and NURS 2650 (Debbie Amason, Paula Stover, and Julius Fleschner). Evaluate effectiveness and student satisfaction through a pretest/posttest and satisfaction survey (Michelle Boyce and Rebecca Maddox). Recommendations will be reviewed, and appropriate changes will be implemented for the Summer Semester 2020 (All).

May 2020: Make appropriate edits and additions (Debbie Amason and Paula Stover). Locate additional online material and ensure functionality (Julius Fleschner). Review material and edit text for accuracy and readability (Michelle Boyce and Rebecca Maddox).

Summer Semester 2020: Implement appropriate changes and re-evaluate the text for clarity, effectiveness (All). Run the course using a formative evaluation process. Satisfaction surveys will be administered with pre-nursing. Report findings to the group.

Fall Semester 2020: Run the course using a formative evaluation process. Report findings to the group. Two satisfaction surveys will be run with pre-nursing and current nursing students to determine effectiveness of the text in preparing students for more complex course work in the program.

Budget

Compensation for Debbie Amason and Paula Stover will be \$3,250 each for the entire project (total of \$6,500). Work will primarily be completed during Fall 2019 and Spring 2020 Semesters. A lesser amount of time will be used for student feedback during implementation with all students enrolled in NURS 1000 during Spring and Summer Semesters in 2020.

Julius Fleschner will be compensated \$1,500 for the entire project. Work will be primarily completed during Fall 2019 for creation of the digital structure and location of online resources. During Spring Semester and May 2020, the librarian will verify the functionality and ensure

maintenance of the digital structure, serve as a support for students, and modify online resources as needed.

Michelle Boyce will be compensated \$1,000 for the entire project for editorial services and evaluation of textbook.

Rebecca Maddox will be compensated \$1,000 for the entire project for editorial serves and evaluation of the textbook.

A total of \$800 will be used for travel and expenses to include the Fall 2019 kickoff meeting.

Total \$10,800

Sustainability Plan

Two nursing faculty members, the Dean of Libraries and Testing, and the Dean of Health Sciences at GHC were identified as content experts. One faculty member will be responsible for teaching the content in NURS 1000. All nursing faculty teach in the other five courses where the text will be utilized. Only the co-authors will make subsequent edits to the text book, although, all GHC nursing faculty provide input on content. The co-authors have a strong commitment to sustaining this much needed text so that pre-nursing students are well prepared for a rigorous pre-licensure program.

The Dean of Health Sciences fully supports the development of this text and joined the production group to ensure accuracy and quality. The nursing department goal is to enrich learning in NURS 1000 and to support student success in the course.

If the text is adopted by faculty at other USG institutions, those faculty may contact GHC to suggest changes or copy the textbook to make their own modifications. Faculty at other USG institutions will be encouraged to use the open textbook. Additionally, nursing faculty across the nation will be welcome to use the material.

Other institutions may become aware of the open textbook by email and future presentations at meetings such as Georgia Association of Nurse Educators (GANE) and the Georgia Association of Nursing Deans and Directors (GANDD).

Should this proposal be accepted as well as other health science open-textbook transformations, the same procedure will be used. Faculty content experts will be identified to monitor and maintain the texts. Faculty from other USG nursing programs will be encouraged to use any material produced by GHC faculty.

Acknowledgment

Grant Acceptance

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.



January 7, 2019

Dear ALG Grants Committee Members,

I am pleased to write this letter of support for the Nursing team, as we seek grant funding to incorporate free and open text that will be utilized prior to entry into the nursing program as well as throughout the entire nursing curriculum. There are multiple reasons of efficiency, pedagogy, and instructional transformation which compel me to encourage and support this initiative.

This team of will engage in a thoughtful process that broadly affects the student body at Georgia Highlands. This transformation will have an impact on 385 students per year at Georgia Highlands College through the creation of the second free textbook for Nursing Students. This will have a direct savings impact of \$41,320.65 per year. The successful completion of this open resource will be shared with other nursing programs throughout the state. As stated in the proposal, despite the relatively low cost of our college, many students struggle to purchase the required textbooks. Most of our students our working adults and many have families to support. Additionally, 43% of the student body at GHC receive the Pell Grant. Reducing the burden of the cost of textbooks in the for both nursing interest and nursing students will provide needed assistance to our students.

I wholeheartedly endorse this ALG Transformation Grant application from this committed group of educators. This plan is noteworthy and deserves to be accepted. Please allow them to continue their essential work through the approval of the grant.

Sincerely,

A handwritten signature in purple ink that reads "Michelle Boyce, RDH, DHS".

Michelle Boyce, RDH, DHS
Dean of Health Science
Georgia Highlands College
mboyce@highlands.edu
706-295-6326 (work)
678-643-0254 (cell)

highlands.edu

Affirmative Action / Equal Employment and Educational Opportunity Institution

CARTERSVILLE SITE
678-872-8000

DOUGLASVILLE SITE
678-872-4200

FLOYD CAMPUS
706-802-5000

HERITAGE HALL
706-295-6321

MARIETTA SITE
678-872-8501

PAULDING SITE
678-946-1100



Textbook Transformation Grants, Round Thirteen (Fall 2019-2020)

Proposal Form and Narrative

Applicant, Team, and Sponsor 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, leave the submitter fields blank.

Institution(s)	Georgia Highlands College
Applicant Name	Michelle Boyce
Applicant Email	mboyce@highlands.edu
Applicant Phone #	678-643-0254
Applicant Position/Title	Dean, Health Sciences and Associate Professor
Submitter Name	Michelle Boyce
Submitter Email	Mboyce@highalnds.edu
Submitter Phone #	706-295-6326
Submitter Position	Dean, Health Sciences and Associate Professor

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.

	Name	Email Address
Team Member 1	Michelle Boyce	mboyce@highlands.edu
Team Member 2	Debbie Amason	damason@highlands.edu
Team Member 3	Paula Stover	pstover@highlands.edu
Team Member 4	Julius Fleschner	jfleschn@highlands.edu
Team Member 5	Rebecca Maddox	rmaddox@highlands.edu
Team Member 6		
Tea-m Member 7		

Please provide the sponsor’s name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Michelle Boyce, RDH, MPH, DHSc Dean, Division of Health Sciences Georgia Highlands College James D. Maddox Heritage Hall 415 East 3rd Ave Rome, GA 30161 Office: 706-295-6326 Fax: 706-295-6732

Project Information and Impact Data

Title of Grant Project	<i>Introduction to Nursing</i>
Type of Grant	No-or-Low-Cost-to-Students Learning Materials Standard Transformation
Requested Amount of Funding	\$10,800
Course Names and Course Numbers	NURS 1000, NURS 1100, NURS 1200, NURS 1400, NURS 2500, NURS 2600, and NURS 2650
Final Semester of Project	Summer 2020
Average Number of Students Per Course Section Affected by Project	NURS 1000 approximately 50 students per section NURS 1100 at least 60 students per section NURS 1200 at least 60 students per section NURS 1400 at least 25 students per section NURS 2500 at least 85 students per section NURS 2600 at least 85 students per section NURS 2650 at least 85 students per section
Average Number of Sections Affected by Project in One Academic Year	NURS 1000 - 6 sections NURS 1100 - 1 section NURS 1200 - 1 section NURS 1400 - 1 section NURS 2500 - 1 section NURS 2600 - 1 section NURS 2650 - 1 section
Total Number of Students Affected by Project in One Academic Year	A minimum of 385 students per Academic Year
Average Number of Students Affected per Summer Semester	A minimum of 50 students per Summer Semester
Average Number of Students Affected per Fall Semester	A minimum of 210 students per Fall Semester
Average Number of Students Affected per Spring Semester	A minimum of 175 students per Spring Semester
Title/Author of Original Required Materials	Fast Facts for the Student Nurse: Nursing Student Success in a Nutshell by Susan Stabler-Haas \$35.00 Think Like a Nurse: A Handbook by Linda Caputi \$59.99
Original Total Cost Per Student	\$94.99 GHC Bookstore price
Post-Project Cost Per Student	No cost for textbook
Post-Project Savings Per Student	\$94.99
Projected Total Annual Student Savings Per Academic Year	\$41,320.65
Using OpenStax Textbook?	No

Narrative Section

1. Project Goals

Georgia Highlands College (GHC) is a very cost-effective way for students to complete a program leading to licensure as a Registered Nurse. Despite the relatively low cost of our college, many students struggle to purchase the required textbooks. Most GHC students are working adults and many have families to support. Additionally, 43% of students at GHC receive the Pell Grant. Therefore, a reduction of textbook cost will reduce the financial burden to students.

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In the newly designed GHC curriculum, pre-nursing students are required to pass the NURS 1000 Introduction to Nursing online course prior to entry in the program. This course is intended to help applicants understand the scope of the professional nursing role and introduce them to the vast responsibilities, fund of knowledge, and aptitudes required of modern nurses. This course should be a help in deciding whether a nursing career is a good fit for the student, prior to applying to the program.

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textbooks with a cost of \$94.99. However, this cost is extreme for a one-hour introductory course.

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Once in the program, nursing students will encounter subject matter from this course in several ways: during the first year of the traditional nursing program, during the bridge program for paramedics and licensed practical nurses (LPN), and throughout the second year. Graduates will also need mastery of these subjects to pass the licensure exam. All five clinical courses in the program will use this open textbook as a reference. The concepts introduced in NURS 1000 are taught across the curriculum in a simple-to-complex manner which allows students to build on prior learning.

2. Statement of Transformation

Beginning in the fall of 2020, GHC nursing students will be required to have passed the NURS 1000 Introduction to Nursing online course prior to entry in the program. This course is intended to help applicants understand the scope of the professional nursing role and introduce them to the vast responsibilities, fund of knowledge, and aptitudes required of modern nurses. The course also assists nursing students to master required concepts at a basic level, thus providing a strong foundation for increasingly complex material.

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The authors intend to write a clear, step-by-step text so students will be able to master important information prior to entering the program and use the content throughout the program. Student feedback will be an integral part of refining the material. Online discussions and a questionnaire will indicate areas to be clarified during the trial implementation period (Spring Semester 2020).

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3. Transformation Action Plan

This writing team will develop an open textbook to include an outline of instructional content developed over the past three years. The topics will progress from the history of nursing to the role of the professional nurse within modern healthcare settings. Content areas will include nursing theories, professional identity, legal and ethical considerations, evidenced-base practice, the art of caring, cultural concerns, healthcare systems and delivery of care, technology and informatics, and the educational preparation required for healthcare environments.

Topics will be supported by evidence-based nursing research, professional standards, online resources, and review of multiple nursing textbooks.

Team members and their roles:

Julius Fleschner (Dean of Libraries & Testing) - Set up the digital structure of the project and making certain that the project will be publishable and available to the university system when it is published in *GALILEO Open Learning Materials*. The librarian will ensure that the online textbook functions appropriately when published in *GALILEO Open Learning Materials*.

Debbie Amason, DNP, MS, RN (Associate Professor) - Co-author and course director and lead instructor for NURS 1000 (online Introduction to Nursing course); instructor in NURS 1100, 1200, 2500, 2600, 2650

Paula Stover, DNP, RN, CNS (Associate Professor) - Co-author; instructor in NURS 1000, 1100, 1200, 2500, 2600, 2650

The co-authors will include the following topics which encompasses an introduction to the Quality and Safety Education for Nurses (QSEN) competencies:

- Introduction and Review of Course Requirements

- History of Nursing and Nursing Theories

- Professional Identity and Self-care Behaviors

Legal and Ethical Considerations

Evidence-Based Practice, Safety, and Quality Improvement

Cultural Considerations and the Art of Patient Centered Caring

Healthcare Systems, Delivery of Care, and Informatics

Teamwork and Collaboration

Educational Preparation for Nursing Careers and Licensure Requirements

Michelle Boyce (Dean, Health Sciences and Associate Professor)

Dr. Boyce will provide editorial assistance and direction for all course material and resources to ensure accuracy and understandability prior to implementation. Review will be completed module by module. The Dean will also assist in implementation of the open text and pre- and post-evaluation of its effectiveness.

Rebecca Maddox (Director, Associate Degree Nursing Program)

Rebecca Maddox will provide recommendations on content and LibGuide format. The Director will also assist in implementation of the open text and pre- and post-evaluation of its effectiveness.

4. Quantitative and Qualitative Measures

Pretest-Posttest: This test will measure changes in the student's understanding of the content provided. Ten questions from various sections of the text will be presented to the students enrolled in NURS 1000 from the online course in each of the modules. The non-graded pretest will be presented at an in-class course orientation. The posttest questions will be integrated into the proctored final exam. Questions in the pretest and posttest will be identical. Differences in the two scores will be analyzed to determine student understanding of course content.

Pre-Nursing Satisfaction Survey: This Likert-style questionnaire will be administered to students who complete NURS 1000 in Spring, Summer, and Fall Semesters 2020. Questions will include student perceptions regarding the completeness, effectiveness, and usability of the free textbook. Students will also be asked for input on recommended changes or additions.

Nursing Student Satisfaction Survey: This Likert-style questionnaire will be administered to students who complete NURS 1100, 1200, 1400, 2500, 2600, and 2650 in Spring and Fall Semester 2020. Questions will include student perceptions regarding the completeness, effectiveness, and usability of the free textbook. Students will also be asked for input on recommended changes or additions.

Recommendations for Change: Students will be asked for input on recommended changes or additions at the end of Spring Semester 2020. Recommendations will be reviewed, and appropriate changes will be implemented for the Summer Semester 2020.

5. Timeline

Spring and Summer Semesters 2019: Research materials, consult nursing faculty and librarians, and host information gathering sessions.

Fall Semester 2019: Attend the kickoff workshop (All). Set up the digital structure to ensure the project will be publishable and available to the university system in *GALILEO Open Learning Materials* (Julius Fleschner). Compose all textbook modules (Debbie Amason and Paula Stover). Locate online resources for textbook (Julius Fleschner). Review and edit all material for accuracy and readability (Michelle Boyce). Putting the textbook online and ensuring that the digital structure functions appropriately when published in *GALILEO Open Learning Materials* (Julius Fleschner and Rebecca Maddox).

Spring Semester 2020: Implement the textbook with a pilot group of pre-nursing students in NURS 1000 and nursing students NURS 1400, NURS 2600, and NURS 2650 (Debbie Amason, Paula Stover, and Julius Fleschner). Evaluate effectiveness and student satisfaction through a pretest/posttest and satisfaction survey (Michelle Boyce and Rebecca Maddox). Recommendations will be reviewed, and appropriate changes will be implemented for the Summer Semester 2020 (All).

May 2020: Make appropriate edits and additions (Debbie Amason and Paula Stover). Locate additional online material and ensure functionality (Julius Fleschner). Review material and edit text for accuracy and readability (Michelle Boyce and Rebecca Maddox).

Summer Semester 2020: Implement appropriate changes and re-evaluate the text for clarity, effectiveness (All). Run the course using a formative evaluation process. Satisfaction surveys will be administered with pre-nursing. Report findings to the group.

Fall Semester 2020: Run the course using a formative evaluation process. Report findings to the group. Two satisfaction surveys will be run with pre-nursing and current nursing students to determine effectiveness of the text in preparing students for more complex course work in the program.

6. Budget

Compensation for Debbie Amason and Paula Stover will be \$3,250 each for the entire project (total of \$6,500). Work will primarily be completed during Fall 2019 and Spring 2020 Semesters. A lesser amount of time will be used for student feedback during implementation with all students enrolled in NURS 1000 during Spring and Summer Semesters in 2020.

Julius Fleschner will be compensated \$1,500 for the entire project. Work will be primarily completed during Fall 2019 for creation of the digital structure and location of online resources. During Spring Semester and May 2020, the librarian will verify the functionality and ensure maintenance of the digital structure, serve as a support for students, and modify online resources as needed.

Michelle Boyce will be compensated \$1,000 for the entire project for editorial services and evaluation of textbook.

Rebecca Maddox will be compensated \$1,000 for the entire project for editorial serves and evaluation of the textbook.

A total of \$800 will be used for travel and expenses to include the Fall 2019 kickoff meeting.

Total \$10,800

7. Sustainability Plan

Two nursing faculty members, the Dean of Libraries and Testing, and the Dean of Health Sciences at GHC were identified as content experts. One faculty member will be responsible for teaching the content in NURS 1000. All nursing faculty teach in the other five courses where the text will be utilized. Only the co-authors will make subsequent edits to the text book, although, all GHC nursing faculty provide input on content. The co-authors have a strong commitment to sustaining this much needed text so that pre-nursing students are well prepared for a rigorous pre-licensure program.

The Dean of Health Sciences fully supports the development of this text and joined the production group to ensure accuracy and quality. The nursing department goal is to enrich learning in NURS 1000 and to support student success in the course.

If the text is adopted by faculty at other USG institutions, those faculty may contact GHC to suggest changes or copy the textbook to make their own modifications. Faculty at other USG institutions will be encouraged to use the open textbook. Additionally, nursing faculty across the nation will be welcome to use the material.

Other institutions may become aware of the open textbook by email and future presentations at meetings such as Georgia Association of Nurse Educators (GANE) and the Georgia Association of Nursing Deans and Directors (GANDD).

Should this proposal be accepted as well as other health science open-textbook transformations, the same procedure will be used. Faculty content experts will be identified to monitor and maintain the texts. Faculty from other USG nursing programs will be encouraged to use any material produced by GHC faculty.