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Business Administration, Management, and
Economics

Fall 2018

Service as Leadership

Charity Bryan

Kennesaw State University, cbryan4@kennesaw.edu

Jennifer Purcell

Kennesaw State University, jpurcell@kennesaw.edu

Sandra Jones

Kennesaw State University, sjone383@kennesaw.edu

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Grants Collection

Kennesaw State University



UNIVERSITY SYSTEM
OF GEORGIA

Charity Bryan, Jennifer Purcell, and Sandra Jones

Service as Leadership





Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
 - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
 - The initial proposal describes the grant project's aims in detail.
- **Final Report**
 - The final report describes the outcomes of the project and any lessons learned.



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Initial Proposal

Application Details

Manage Application: Textbook Transformation Grants: Round Eleven

Award Cycle: Round 11

Internal Submission Deadline: Tuesday, January 23, 2018

Application Title: 360

Application ID: 002079

Submitter First Name: Charity

Submitter Last Name: Bryan

Submitter Title: Associate Professor and Director of
Technology Enhanced Learning

Submitter Email Address: cbryan4@kennesaw.edu

Submitter Phone Number: 470-578-4937

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Charity

Applicant Last Name: Bryan

Applicant Email Address: cbryan4@kennesaw.edu

Applicant Phone Number: 470-578-4937

Primary Appointment Title: Associate Professor and Director of
Technology Enhanced Learning

Institution Name(s): Kennesaw State University

Co-Applicant(s): Dr. Jennifer Purcell, Ms. Sandra Jones

Submission Date: Tuesday, January 23, 2018

Proposal Title: 360

Proposal Category: No-Cost-to-Students Learning Materials

Final Semester of Instruction: Fall 2018

Are you using an OpenStax textbook?: Yes

Team Members (Name, Email Address):

PI: Charity Bryan, PhD

Associate Professor and Director of Technology Enhanced Learning
Technology Enhanced Learning

cbryan4@kennesaw.edu

Jennifer W. Purcell, EdD
Assistant Professor
Department of Leadership and Integrative Studies
jpurcell@kennesaw.edu

Sandra Jones, M.S.
Senior Lecturer
Software Engineering and Game Development
sjone383@kennesaw.edu

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

Dr. Elke Leeds
Technology Enhanced Learning
Kennesaw State University

Course Names, Course Numbers and Semesters Offered:

Course #1:

Behavioral and Psychological Aspects of Physical Education and Coaching
HPE 3100
Offered: summer, fall, spring (online)

Course #2:

Service as Leadership
LDRS 3400
Offered: summer, fall, spring (online)

Course #3:

Programming and Problem Solving 1
CSE 1301
Offered summer, fall, spring (face-to-face)

List the original course materials for students (including title, whether optional or required, & cost for each item):	<p>HPE 3100 Weinberg, R. and Gould, D. (2015). Foundations of sport and exercise psychology. Sixth edition, Champaign, IL: Human Kinetics. Required \$62.00</p> <p>LDRS 3400 Komives, S.R. & Assoc. (2016). Leadership for a better world: Understanding the social change model of leadership development (2nd ed.). San Francisco: Jossey-Bass. Required \$45.00</p> <p>CSE 1301 Fundamentals of Computer Programming with C# by Svetlin Nakov, Veselin Kolev & Co. Freely available online at: http://www.introprogramming.info/english-intro-csharp-book/ Required \$0</p> <p>Intro to Java Programming, Comprehensive Version, Y. Daniel Liang. eTextbook Required \$104.99</p> <p>Introduction to Programming with Greenfoot: Object-Oriented Programming in Java with Games and Simulations, Michael Colling. eTextbook Required \$69.99</p>
Average Number of Students per Course Section:	HPE 3100- 40-50; LDRS 3400-40-45; CSE 1301- 35-40
Number of Course Sections Affected by Implementation in Academic Year:	48-53
Average Number of Students Per Summer Semester:	63
Average Number of Students Per Fall Semester:	350
Average Number of Students Per Spring Semester:	207

Total Number of Students Affected by Implementation in Academic Year:	1900
Requested Amount of Funding:	\$24,800
Original per Student Cost:	HPE 3100-\$62.00 total; LDRS 3400-\$45.00 total; CSE 1301-\$174.98 total
Post-Proposal Projected Student Cost:	\$0 for all students in HPE 3100; LDRS 3400; CSE 1301
Projected Per Student Savings:	HPE 3100: students will save \$62/each; LDRS 3400: students will save \$45/each; CSE 1301: students will save \$174.98/each
Projected Total Annual Student Savings:	\$294,268.40

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

All materials will be provided to students in D2L.

Project Goals:

This project seeks support from the Affordable Learning Georgia (ALG) initiative to implement open educational resources in three courses (HPE 3100: Behavioral and Psychological Aspects of Physical Education and Coaching, LDRS 3400: Service as Leadership, CSE 1301: Programming and Problem Solving 1), across three colleges at Kennesaw State University (KSU). As an institution, we strive to further the mission of ALG and increase the scope of courses using open educational resources (OERs) in order to provide students with low and no-cost learning materials. The three courses are representative of exemplary courses in their respective disciplines, with the online courses (HPE 3100 & LDRS 3400) having been approved through KSU's internal, faculty peer-review process of Quality Matters (QM). Broadly, the project goals include:

1. Transformation of high demand courses to include open educational recourses;
2. Support cost savings for students enrolled in the transformed courses;
3. Provide professional development for faculty and course developers involved in the project; and
4. Expand awareness of the Affordable Learning Georgia and initiative and OER resources across the university such that additional faculty may be encouraged to adopt low and no-cost course materials.

The primary goal of the project is to transform high demand courses to include open education resources. As the OER movement gains momentum and the quality and scope of available materials expand, KSU and its USG peers may serve as a leader in course transformations across a variety of institutional types. Through the proposed course transformations, we will

support Chancellor Wrigley’s goal to increase college affordability as well as alleviate the financial burden associated with textbook purchases for students in the selected courses. In addition, the transformation of CSE 1301 directly supports the Governor’s High Demand Career Initiative by transforming a required course in computer programming and problem solving. We believe that students will be more successful in these courses since all of the needed resources and materials will be provided to them at no cost. In addition, this project will allow the faculty members to fully vet and identify course resources that will be at least equal to, and possibly better than, the current textbooks being used. From a pedagogical standpoint, if funded, this shift to open access resources will allow faculty to include the most current research and latest trends in their respective areas.

If funded, the three faculty members agree to share their experiences using OER content across campus. We anticipate using this project to launch further OER transformations in additional courses across campus. Kennesaw State University stands to become a leader in integrating OER resources and, if funded, this project will serve as a springboard for future course transformations across colleges.

Please see the Course Enrollment and Cost Chart below for a summary of the impact of transitioning the three selected course to OER courses.

Course Enrollment and Cost Chart

Course	Summer 2017	Fall 2017	Spring 2018	Projected 2018-19 Enrollment (summer 2018, fall 2018, spring 2019)		Cost of previously used textbook and other materials	Total Cost Savings in AY 2018-19
				Number of Sections	Total Number of students		
HPE 3100	40	40	80	5 (1 summer; 2 fall; 2 spring)	200	\$62/student	\$12,400 (\$62 x 200 students)
LDRS 3400	40	40	40	3 (1 summer; 1 fall; 1 spring)	120	\$45/student	\$5400 (\$45 x 120 students)

CS 1301	110	930	540	40 sections per year	1,580	\$174.98/student	\$276,468.40 (\$174.98 x 1,580 students)
Total:	190 students	1,010 students	660 students	48 sections	1,900 students		\$294,268.40*

*Projected savings for year one.

Statement of Transformation:

Describe the Transformation

As presented the data provided in Table 1, the cost savings to students across the three courses will be \$294,268.40 in year one. Converting these courses to using OER resources will transform the courses by ensuring that all materials are the most up-to-date and relevant for instruction and provide a significant cost savings to students enrolled in the courses.

Through a partnership with Intellus Learning, faculty will be provided with the tools they need to be able to find, evaluate and curate quality OER and Library Resources. Faculty involved in the project will transition from their traditional textbooks and curate courses with OER, Library, and/or Locally Authored Resources.

The ALG grant will support a complete course transition to open access materials; thereby eliminating the required textbook purchase for students enrolled in HPE 3100, LDRS 3400, and CSE 1301. Once a complete curation of alternative open access course materials that support achievement of the course learning outcomes has been established, the faculty course developer will create supplemental learning activities and assessments to ensure alignment with the newly adopted open access course learning materials.

Specifically, for CSE 1301, the OERs will focus on fundamentals as defined by the ACM and IEEE professional societies in computing and provide examples in multiple modern programming languages, making it usable in many universities providing an intro to programming course.

Identify stakeholders affected by the transformation

The stakeholders affected by the transformation include the following:

Three faculty team members (Dr. Bryan, Dr. Purcell, Ms. Jones): will be responsible for converting their courses to using OERs.

LMS Administrators: will assist with linking the OER materials into D2L.

Library Administrators: will assist with obtaining OER materials as needed in the three course.

KSU Administration: will assist by supporting the efforts of the stakeholders across campus who are working to support the OER implementation into these courses.

Instructional Designers: will assist the three faculty team members to ensure the design of their revamped courses meet Quality Matters standards (for online courses – HPE 3100 and LDRS 3400), as well as assist with the implementation of the OERs as needed. Instructional designers will also assist in helping the faculty team members ensure that their courses are designed with the new OERs in a way that is student friendly and pedagogically meaningful.

Employers: Agencies or other entities who will hire our students as interns or for permanent positions are also stakeholders who may be affected by this transformation.

Students: the 1900 students who will be impacted in an academic year by these revised courses using OERs are likely the greatest stakeholders of all. By providing students with the latest information and materials, at no cost, students certainly stand to be most transformed by this grant.

Describe the impact of this transformation on stakeholders and course success

The project will impact a variety of stakeholders, including the following.

Faculty Development Team

By collaborating with Intellus Learning, the faculty members will be provided with the single largest repository of free resources to search and curate. This partnership will not only provide a significant time saving for the faculty members, but it will also allow the faculty to have guided help during the entire transformation process. Intellus Learning will also provide the faculty with analytics on student engagement for continuous course improvement and will alert faculty within 24 hours if a link they are using is broken or updated.

LMS Administrators

This transformation will help drive usage of the LMS with instructors integrating Intellus Learning materials within D2L. In addition, there will be a SSO (single sign on) of all curated content for students within the LMS.

Library Administrators

Will help drive adoption, usage and analytics of library resources used in the transformation of the courses to OER content. The KSU Library administration also support the institution by providing information on usage of library resources.

Kennesaw State University Administration

The KSU administration is ultimate responsible to pursue initiatives which help drive student

success, equity and engagement. One significant way to make this happen is with quality and openly accessible resources.

Instructional Designers

Instructional designers from the KSU Distance Learning Center support faculty in their course redesign, as well as assist with content curation of library resources and OERs. Instructional designers can specifically assist with the following:

Development of instructional materials and products for technology-based redesign of courses.

Mentoring of faculty on how to use instructional technology effectively or to use best practices to integrate technology with teaching.

Conducting a needs assessment and strategic learning assessment to develop the basis for curriculum development or to update curricula.

Designing instructional aids for hybrid and online courses.

Designing learning products, including web-based aids or electronic performance support systems.

Planning, shooting and producing video materials for use in online and hybrid courses.

Providing guidance on the closed captioning process

Employers

The impact to employers will be evident upon hiring KSU students from one of the three courses as an intern, or fulltime employee. The use of OERs will allow the faculty to provide students with the most up-to-date resources, as well as the most current trends. This will result in a more educated and adaptable workforce. Given that one of our goals is to spread the OER message to other faculty across campus, we would like to see this benefit extend to multiple disciplines across campus, thus affecting more and more employers over time.

Students

This project will likely impact students in the most meaningful way by allowing for open access to free resources. By transitioning to OERs, there will be no barriers to course entry due to trying to obtain the required course materials. In addition, this transformation allows for more engaging learning resources as well as meeting the needs of diverse learners.

HPE 3100 Students

At the course level, HPE 3100 students will transition from what is currently a heavy reliance on the textbook to more varied resources and OER content. The \$62 per student savings will translate to \$12,400 in savings in one academic year (summer 2018; fall 2018; spring 2019). In addition, moving to an OER concept in the course will allow for more unique learning activities that will meet the needs of all students and still ensure the pertinent content is covered for

students who will work with individuals, teams, and clients in sport related settings. As stated previously, one of the goals of this project is to evangelize to the wider campus the value of OERs. In the Department of Health Promotion and Physical Education (HPE), this project will potentially lead to the adoption of other OERs for additional courses. If funded, HPE 3100 could become the exemplar in the Department of Health Promotion and Physical Education for the use of OERs.

LDRS 3400 Students

LDRS 3400 students will have access to a robust curation of open access materials similar in quality, scope, and depth to the existing required textbook. The cost-saving, free access alternative will equally support achievement of the established course learning outcomes and student success while simultaneously alleviating the financial burden of procuring a required text. In year one, students enrolled in LDRS 3400 will save approximately \$5,500. This savings will compound each year as additional sections of the course are anticipated to be offered in response to student enrollment demand. Specifically, projected offerings for this course are expected to increase 100%. Therefore, the savings could exceed \$10,000 for this course alone in year two following the adoption of the course transformation. Additionally, faculty and staff will save time and resources each semester that are routinely required for communication within the department and with the university bookstore regarding textbook adoptions. The grant award will also support internal Quality Matters review of the revised course through an existing distance learning support unit.

CSE 1301 Students

All students successfully accepted to, and entering any major within the College of Computing and Software Engineering, will be required to complete the programming sequence currently under development (the revamped CSE 1301). The specific impact to each of the stakeholders and the overall success of the courses includes: (1) benefitting students, who will receive the most from the course with up-to-date information and in-depth understanding of the emerging trends and technologies in Computing and Software Engineering, helping them become better prepared for the field at no cost to them; (2) benefitting instructors with the latest, comprehensive content and resources in Computing and Software Engineering and ready-to-teach course packages in D2L; and (3) subsequently benefitting the hiring companies, who are in need of the students that we are educating.

Describe the transformative impact on the course, program, department, institutions, access institution, and/or multiple courses.

Courses

HPE 3100 will be transformed by providing students an upper level course, which is required of HPE majors for graduation, by allowing students to successfully complete the course at no additional cost. In addition, students from other majors (Sport Management, Psychology, etc.) will also reap the benefit of the transformation to an OER platform in HPE 3100. Students will

also be transformed through the course by engaging with the most current resources as well as current event case studies and other issues in sport and physical activity psychology.

The proposed course transformation for LDRS 3400 will increase the affordability of an upper-level undergraduate course through the elimination of its current required textbook in favor of open resource materials. This particular niche course will serve as a pilot for the Leadership Studies Program, which has annual enrollment nearing 2,000 across 12 unique courses.

Immediate access to freely available and current resources would increase the chances that any student enrolled in CSE 1301 would be successful. As shown below, success in this course has a direct effect on not only the programs and departments in CCSE, but also the institution.

Program

The OER project will be transformational for the Health Promotion and Physical Education (HPE) Program by being among the first to implement OERs in an upper level course. If funded, this project has the potential to lead to numerous other courses in HPE becoming OER courses, thus saving HPE majors even more money across their educational experience.

Additional degree programs within University College will be encouraged to adopt open resource course materials based on the demonstrated success on the proposed transformation. As with the other courses in this project, LDRS 3400 could be the first in a subsequent transition for other courses in the college.

All of the programs in the College of Computing and Software Engineering (CCSE) require a strong programming foundation in order to be successful. A strong start in the CSE 1301 course could potentially positively impact our current retention, progression, and graduation rates in these programs. The programs directly impacted by this project would be:

BS in Computer Science

BA in Applied Computer Science

BS in Information Technology

Bachelor of Applied Science in Information Technology

BS in Software Engineering

BS in Computer Games Design and Development

Department

The Department of Health Promotion and Physical Education offers an undergraduate degree in Public Health Education and a P-12 teacher preparation program in Health and Physical Education. The Department also offers minors in both Coaching and Public Health Education which are open to any degree seeking undergraduate KSU student. While students in the Public Health Education major do not take HPE 3100, the conversion of this course to using

OERs can serve as a catalyst for other courses in the P-12 teacher preparation program as well as the Public Health Education major to consider seriously the adoption of free and open source materials. We believe this grant can be transformational for the department as a whole.

As indicated previously, additional programs within University College will be encouraged to adopt open resource course materials. As with the other courses in this project, LDRS 3400 could be the first in subsequent transitions for other courses in the college.

The College of Computing and Software Engineering is comprised of three departments: Computer Science, Information Technology, and Software Engineering/Game Development and Design. All students in any program offered in these departments are required to take CSE 1301 during their first or second semester as students within CCSE. We believe these departments may seriously consider the adoption of open source materials in other courses later in the programs given the large scale implementation of CSE 1301. While the initial grant may only be for three courses (HPE 3100, LDRS 3400, and CSE 1301), we believe there is potential for widespread adoption based on the successful implementation of these first three courses across three different colleges.

Institution

HPE 3100 is open to all students, but is part of the curriculum for Health and Physical Education (P-12 teacher preparation) and Sport Management. The course also counts as an elective for Psychology majors. Similarly, LDRS 3400 has a very wide audience of students across campus. In addition to servicing students of CCSE, the CSE 1301 course satisfies Area D of the General Education Core Requirements set forth by the University System of Georgia at some universities. At KSU, we plan to add CSE 1301 into Core Area D within the next year or two.

We believe that, if funded, the transformation of these courses can serve as a catalyst within the respective Colleges, and that message can be broadened to the entire campus through avenues such as Dean's meetings, the KSU Unconference on Online Education, and other presentations across the institution.

A CSE 1301 course that teaches foundational topics (primitive data types, arithmetic and logical operators, selection and repetition structures, interactive user input, using and designing basic classes, single dimension arrays with searching and sorting) transfers seamlessly across institutions. The topics covered in this course are applicable broadly to many USG computing programs and follow industry-recognized topics as defined by the ACM, IEEE, and ABET.

Multiple Courses

A strong programming foundation is critical for success in 12-15 subsequent courses that are a part of CCSE. Transforming CSE 1301 to an open education platform, with no textbook cost, has the potential to increase student success in the subsequent courses that require a strong

background in programming. In addition, Drs. Bryan and Purcell believe that HPE 3100 and LDRS 3400, respectively, can pave the way for future course transformations in multiple courses in the WellStar College of Health and Human Services, which houses HPE, as well as University College, which houses LDRS.

Transformation Action Plan:

The three team members plan a systematic review of no-cost resources for the courses in the proposal. The timeline below provides details on when each step of the process will occur. As part of the grant, if funded, we will partner with Intellus Learning who will assist the three faculty members in the identification, review, selection, adaptation, and/or creation of the new course materials. Intellus Learning works with faculty members to quickly access high-quality open education resources, as well as their institution’s academic library materials to help replace expensive course materials. In addition, Intellus Learning provides faculty with powerful, real-time data related to students’ engagement with the assigned content.

As the subject matter experts, Dr. Bryan, Dr. Purcell, and Ms. Jones will engage in revisions to both the course materials housed in D2L which may include, but is not limited to, assignments, practice exercises, quizzes, tests, laboratory activities, case studies, discussion boards/class discussions, etc. In addition, the faculty will revamp their course syllabi as appropriate, based on the course transformation to using OERs. All OER resources will be provided to students through D2L.

The responsibilities of each team member are outlined below.

Team Member	Course	Role/Responsibility
Dr. Charity Bryan	HPE 3100	Project lead and subject matter expert in sport psychology. Will prepare all revised course materials, using OERs, for HPE 3100 and will serve as instructor of record, teaching two sections of the course each fall and spring semester (one section in summer). Will attend kickoff meeting

Dr. Jennifer Purcell	LDRS 3400	Subject matter expert in leadership. Will prepare all revised course materials, using OERs, for LDRS 3400 and will serve as instructor of record, teaching one section of the course each fall, spring, and summer semester. <i>(Will decide if Dr. Purcell or Ms. Jones attends the Kickoff Meeting).</i>
Ms. Sandra Jones	CSE 1301	Subject matter expert in programming. Will prepare all revised course materials, using OERs, for CSE 1301 and will serve as instructor of record. Multiple sections of this course are taught each fall, spring, and summer semester. <i>(Will decide if Dr. Purcell or Ms. Jones attends the Kickoff Meeting).</i>

Quantitative & Qualitative Measures: In order to assess the effectiveness of the transition to open educational resources in HPE 3100, LDRS 3400, and CSE 1301, the faculty members will utilize both qualitative and quantitative measures. For each course, a survey instrument will be designed to gather qualitative student feedback, specifically related to the OERs, at the end of the semester. In addition to the qualitative survey distributed at the end of the course, a mid-course check in will also be used to determine if corrections need to be made at mid-semester. The mid-course check in will be a shorter survey designed to give the faculty members an idea of whether or not there are any significant gaps as it relates to content or student understanding. From a quantitative perspective, the three faculty members will use student performance data from previous semesters, prior to using OERs, and compare it to the student performance data once OERs were implemented. This student performance data will include overall grade in the course as well as comparison of performance on significant courses assignments that cover multiple course objectives (i.e. written papers, projects, etc.). In addition, we will examine the number of D's, F's, and W's (withdrawals) that occurred both before and after the transformation to open educational resources in each of the three courses. The chart below provides a summary of the proposed assessment plan.

Timeline:

Milestone Dates	Milestone
February 15, 2018	Schedule training for three faculty members and Instructional Designers with Intellus Learning. Begin process of procuring OERs for each of the five courses.
February 16-June 30, 2018	Systematic re-design of course components that will transition to OERs. Work with Intellus Learning to obtain course materials.

July 1-15, 2018	HPE 3100 and LDRS 3400 (both online courses) undergo required Quality Matters re-review through the Office of Distance Learning. CSE 1301 (face-to-face) undergoes informal review by Instructional Designer at the KSU Office of Distance Learning.
July 15-30, 2018	Revisions/corrections are made to all three courses based on the review process. HPE 3100 and LDRS 3400 achieve QM approval status.
August 10, 2018	Revised courses will be completed in course shells in D2L ready for fall semester.
August – December 2018	Courses are taught with new OER transformation complete. Data collection takes place in each course this semester (mid-term check in; end of semester survey; Student Evaluation of Instruction; student performance data. See assessment plan for more information).
December 2018 - January 2019	Course revisions are made (prior to teaching the courses in spring semester) based on student evaluations and experiences in fall semester.
January - April 2019	HPE 3100, LDRS 3400, and CSE 1301 are taught in spring semester using OERs. Data collection process continues in order to support course refinement.
May 2019	Course revisions are made (prior to teaching the courses in summer) based on student evaluations and experiences in the spring term.
June - August 2019	HPE 3100, LDRS 3400, and CSE 1301 are taught in summer semester using OERs. Data collection process continues in order to support course refinement.
Course revision process and teaching cycle continues. OERs continue to be updated as needed in future semesters. Dr. Bryan, Dr. Purcell, and Ms. Jones continue to work within their respective departments/colleges to encourage others to use OERs where appropriate.	

Budget:

\$24,800 total request

Expense Category		Description	Expense
Team Members			
	Dr. Charity Bryan	Project lead and subject matter expert in sport psychology (HPE 3100). Will prepare all revised course materials, using OERs, for HPE 3100 and will serve as instructor of record, teaching two sections of the course each fall and spring semester (one section in summer). Will attend kickoff meeting	\$5000
	Dr. Jennifer Purcell	Subject matter expert in leadership (LDRS 3400). Will prepare all revised course materials, using OERs, for LDRS 3400 and will serve as instructor of record, teaching one section of the course each fall, spring, and summer semester. <i>(Will decide if Dr. Purcell or Ms. Jones attends the Kickoff Meeting).</i>	\$5000

	Ms. Sandra Jones	Subject matter expert in programming (CSE 1301). Will prepare all revised course materials, using OERs, for CSE 1301 and will serve as instructor of record. Multiple sections of this course are taught each fall, spring, and summer semester. <i>(Will decide if Dr. Purcell or Ms. Jones attends the Kickoff Meeting).</i>	\$5000
One year license to support OER curation			
	Intellus Learning	Intellus Learning empowers instructors to quickly access high-quality open educational resources (OER), as well as their institution's academic library materials to help replace expensive course materials, while providing powerful, real-time insight into students' engagement with the assigned content.	\$9000
Travel			
	Travel support	Travel support for two team members to attend the ALG Kickoff Meeting	\$800

Budget Summary:

\$15000 total for team member compensation

\$9000 for Intellus Learning (one-year license) www.intelluslearning.com

\$800 for travel and expenses (for two team members to attend required ALG Kickoff meeting)

Sustainability Plan:

All courses included in this project will be offered at Kennesaw State University indefinitely. HPE 3100 is a required course for both HPE majors, as well as Sport Management majors. In addition, Psychology majors are allowed to take the course as an elective.

LDRS 3400 is an online course that is routinely offered for majors in the fully online Bachelor of Science in Integrative Studies. In addition, since LDRS 3400 will serve as a pilot for the Leadership Studies Program, with an annual enrollment nearing 2,000 students, this course will most certainly be offered for the foreseeable future at Kennesaw State University.

If the grant funding or institutional funding for an Intellus Learning license is not renewed, Intellus provides a print out where faculty can keep their entire course structure as well as the links to the content they have curated. Faculty would lose access to the LMS integration and analytics provided by Intellus Learning, the faculty will not lose their work or the resources obtained. Faculty would be able to reintegrate links within D2L if the institution did not renew the license with Intellus Learning. Below is an example of what the document looks like that preserves faculty work and resources.

ECON 151 - Introduction to Economics (DEMO)

Instructor: David Webster

Course Description:

Economics is a subject whose scope of study pervades much of our daily life, so it is essential that as citizens we understand it on at least a basic level. This course is intended to familiarize students with the fundamental concepts governing our economic interactions, institutions, and policies, and to furnish them with an analytical framework with which to view the functioning of economies in a more critical light.

Course Resources:

Course Supply and Demand

•economicurtis. "[Supply and Demand Curve Analysis](#)" Youtube. 03 Jul. 2012. Video.

Type: Required Readings

Description

This video will provide you with an example of a shifting demand curve based on a variable such as a change in consumer income.

Pre-Instructions:

Watch this video to learn about the impact of specific variables on the demand curve.

Post-Instructions:

Now that you have watched this video, you should be able to describe how non-price variables cause a shift in the demand curve.

- "[Economics of Supply](#)" Merlot. unomaha.edu, 02 Nov. 2003. Tutorial.

Type: Required Readings

Description

This resource explains what causes changes in demand and quantities demanded.

Pre-Instructions:

Work through Topic 1: Distinguishing Demand and Quantities Demanded in this Lesson Presentation to learn about changes in demand and quantity demanded.

Post-Instructions:

Now that you have reviewed this content, you should be able to describe the difference and reasons for change in demand and quantity demanded.

- "[Supply And Demand.](#)" Library (EBSCO). Business Source Complete [bth], 19 Feb. 2015. Article/Journal.

Type: Required Readings

- "[Chapter 3: Demand and Supply.](#)" OpenStax College. eBook.

Type: Required Readings

Description

This reading will teach you about the variables that influence both demand and supply. You will

read about what makes up supply and demand and what components can cause shifts in the market.

Pre-Instructions:

Read pages 70–82 to learn about both the demand and supply sides of the market.

Post-Instructions:

Now that you have completed this reading, you should be able to describe the law of supply and the law of demand and know how they affect markets.

•"[Case Study on Water: Supply and Demand](#)" Library (EBSCO). Academic Search Complete [a9h], 31 Dec. 2013. Article/Journal.

Type: Required Readings

Description

A great study on water supply and how it affects the local economy.

Pre-Instructions:

Spend 15-20min on reading this case study. Do not read for detail/memorizing, simply understand how economists view this topic.

Post-Instructions:

Bring three take-away items to class for discussion.

•Richard Gosselin. "[Equilibrium Condition with Supply and Demand Curves](#)" Youtube. 19 Feb. 2010. Video.

Type: Required Readings

Description

This video will provide you with an example of a shifting demand curve based on a variable such as a change in consumer income.

Pre-Instructions:

Watch this video to learn about the impact of specific variables on the demand curve

Post-Instructions:

Now that you have watched this video, you should be able to describe how non-price variables cause a shift in the demand curve.

- "[Principles of Macroeconomics > Chapter 3: Demand and Supply.](#)" OpenStax College. eBook.

Type: Required Readings

- Bryn Jones. "[Supply & Demand](#)" Youtube. 01 May. 2008. Video.

Type: Required Readings

Course Elasticity

- "[It's Not Inflation It's Price Elasticity!](#)" Library (EBSCO). Business Source Complete [bth], 06 Mar. 2011. Article/Journal.

Type: Required Readings

Description

Helps to explain the differences between general market inflation and the specifics of particular production/resource price elasticity.

Pre-Instructions:

Spend 15-20 minutes reading this. No more! This is dense reading but great insight into the realities of elasticity in the market.

- Economics Course. "[Chapter 5. Elasticity and Its application.](#)" Youtube. 13 Dec. 2015. Video.

Type: Required Readings

Description

This video explains how demand curves can be elastic or inelastic in a real-world scenario involving the price of gasoline.

Pre-Instructions:

Watch the video to learn about elastic and inelastic demand.

Post-Instructions:

Now that you have watched this video, you should be able to analyze when a demand curve is elastic or inelastic.

- ["Chapter 5: Elasticity"](#) OpenStax College. eBook.

Type: Required Readings

Description

This reading focuses on defining and measuring price elasticity of demand. You will also learn about inelastic demand, elastic demand, perfectly elastic demand, perfectly inelastic demand, and unit elastic demand.

Pre-Instructions:

Read pages 172–178 to learn about price elasticity of demand and its measurement.

Post-Instructions:

Now that you have completed this reading, you should be able to explain the different types of elastic and inelastic demand.

- Free Econ Help. ["How to Solve Elasticity Problems in Economics"](#) Youtube. 21 Sep. 2011. Video.

Type: Required Readings

- ["Chapter 5: Elasticity"](#) OpenStax College. eBook.

Type: Required Readings

- Garg University. ["Price elasticity of Demand for Dummies"](#) Youtube. 09 Nov. 2013. Video.

Type: Required Readings

- Bryan Buckley. ["Categories of Elasticity"](#) Youtube. 23 May. 2013. Video.

Type: Required Readings

- ["Chapter 5: Elasticity: A Measure of Response"](#) UMN open textbook. eBook.

Type: Required Readings

Course Consumer and Producer Surplus

- Andrew Hingston. ["Price floors and surplus"](#) Youtube. 15 Feb. 2010. Video.

Type: Required Readings

- Economicsfun. "[How to calculate Excise Tax and the Impact on Consumer and Producer Surplus](#)" Youtube. 18 Mar. 2012. Video.

Type: Required Readings

- "[Demand and Consumer Surplus](#)" UMN open textbook. eBook.

Type: Required Readings

- Melissa Trussell. "[Econ Lecture - Consumer Surplus](#)" Youtube. 18 Apr. 2013. Video.

Type: Professor Recommended

Informational Note (How to use this document and links):

The links above will take you to your learning resource. Some may require you to log into your campus services (e.g. LMS, Academic Library). If so, please click on the link above, log into the required service then click again on the link in this document once logged in. If you have any problems, please contact your campus technology helpdesk.



Distance Learning Center

January 17, 2018

Elke M Leeds, Ph.D.
Associate Vice President – Academic Affairs
Technology Enhanced Learning
Institute for CyberSecurity Workforce Development
Kennesaw State University
3203 Campus Loop Road
Kennesaw, GA 30144

Dear Affordable Learning Georgia Grant Review Committee,

Please accept this letter of recommendation for the attached Affordable Learning Georgia Textbook Transformation grant submitted by Dr. Charity Bryan. I give this grant application my full support and highest endorsement. The grant team of Dr. Bryan, Dr. Purcell, and Ms. Jones represents the best and most innovative faculty thinkers at Kennesaw State University. The proposal seeks to implement no-cost open educational resources (OERs) for three courses across three different colleges: HPE 3100 (Behavioral and Psychological Aspects of Physical Education and Coaching); LDRS 3400 (Service as Leadership); and CSE 1301 (Programming and Problem Solving 1).

HPE 3100 is an upper level course taken by Health Promotion and Physical Education majors, as well as Sport Management majors. In addition, Psychology majors are allowed to take the course as one of their electives. LDRS 3400 is a course in a fully online program and is slated to be part of the Leadership Studies Program, with an annual estimated enrollment of almost 2,000 students. CSE 1301 is the main lower-division course offered in the College of Computing and Software Engineering, and student performance in this course is critical to their future in the major as students must have a strong programming foundation in order to be successful. It is also a critical course in the pathway to the B.S. in Cybersecurity, Kennesaw State's first eMajor degree program.

Each semester the College of Computing and Software Engineering offers multiple sections of CSE 1301 face-to-face and several under the CYBR prefix as an online offering. In addition, HPE 3100 and LDRS 3400 are online courses that have met the requirements of Quality Matters at Kennesaw State University. Each of these are high demand courses impacting approximately 1900 students in the upcoming academic year (summer 2018; fall 2018; spring 2019).

The current textbook cost for HPE 3100 is \$62/student; LDRS 3400 is \$45/student, and materials/book for CSE 1301 is \$174.98/student. By using quality, no-cost OERs in these three courses, students will save a total of \$294,268.40 in the upcoming academic year (summer 2018; fall 2018; spring 2019).

3203 Campus Loop Rd., • MD #5800 • House #58 • Kennesaw, GA 30144-5591

Phone (470) 578-7550 • Fax (470) 578-7597 • www.kennesaw.edu



Distance Learning Center

The faculty representatives are highly qualified to work on the textbook transformation project. These faculty members are known as innovative and experienced scholars who embrace technology enhanced learning for the benefit of students. I can think of no better faculty to make this important work a reality.

It is our sincere desire at Kennesaw State University to create a culture of using OERs when appropriate and in a wider context across the university. I have worked extensively with faculty to support technology enhanced learning, and I can think of no better way to advance this mission than through the Affordable Learning Georgia grant. These faculty members have the skills and expertise to curate high quality materials for this project. In addition, with the support of Intellus Learning, our faculty will have the necessary support they need to transform their courses efficiently and begin the transformation process immediately.

At KSU, online courses go through Quality Matters (QM) re-review every three years. With the implementation of OERs in HPE 3100 and LDRS 3400, both of which are online, these courses would go through the QM re-review process prior to being offered. This process will also allow the faculty to work with our KSU Instructional Designers to ensure the courses are designed in such a way that supports student success. By collaborating with Intellus Learning, all three courses will have a sustainability plan where curated materials will be retained, even if the Intellus Learning license is not renewed. This process is explained more fully in the proposal. Therefore, sustainability is not a concern and will be easily achieved in the coming years for each of these courses.

In summary, I fully support this grant proposal and sincerely hope the committee will fund it so that these courses can be transformed, and students can engage in these courses with no additional cost burden. If you have any questions, or if I can be of any assistance, please do not hesitate to contact me at eleeds@kennesaw.edu or 470-578-7550.

Sincerely,

A handwritten signature in black ink, appearing to read "Elke M Leeds".

Elke M Leeds, Ph.D.
Associate Vice President – Academic Affairs

**Affordable Learning Georgia Textbook Transformation Grants
Round Nine
For Implementations beginning Summer Semester 2017
Running Through Spring Semester 2018**

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	Charity Bryan
Submitter Title	Associate Professor and Director of Technology Enhanced Learning
Submitter Email	cbryan4@kennesaw.edu
Submitter Phone Number	470-578-4937
Submitter Campus Role	Select: Proposal Investigator (Primary or Additional) ; Sponsored Programs Office; Grants Office, Business Office; Provost/Academic Affairs Office; Other
Applicant Name	Charity Bryan
Applicant Email	cbryan4@kennesaw.edu
Applicant Phone Number	470-578-4937
Primary Appointment Title	Associate Professor and Director of Technology Enhanced Learning
Institution Name(s)	Kennesaw State University

Team Members	<p><i>(Name, Title, Department, Institutions if different, and email address for each)</i></p> <p>Charity Bryan, PhD Associate Professor and Director of Technology Enhanced Learning Technology Enhanced Learning cbryan4@kennesaw.edu</p> <p>Jennifer W. Purcell, EdD Assistant Professor Department of Leadership and Integrative Studies jpurcell@kennesaw.edu</p> <p>Sandra Jones, M.S. Senior Lecturer Software Engineering and Game Development sjone383@kennesaw.edu</p>
Sponsor, Title, Department, Institution	<p>Technology Enhanced Learning Kennesaw State University</p>
Proposal Title	<p>Cross-Disciplinary Course Transformations: Supporting Affordability through OERs in Liberal and Professional Studies; Health and Human Services; and Computing and Software Engineering.</p>
Course Names, Course Numbers and Semesters Offered	<p><u>Course #1:</u> Behavioral and Psychological Aspects of Physical Education and Coaching HPE 3100 Offered: summer, fall, spring (online)</p> <p><u>Course #2:</u> Service as Leadership LDRS 3400 Offered: summer, fall, spring (online)</p> <p><u>Course #3:</u> Programming and Problem Solving 1 CSE 1301 Offered: summer, fall, spring (face-to-face)</p>

Final Semester of Instruction	Fall 2018				
Average Number of Students Per Course Section	Fall/Spring / Summer HPE3100-40-50 LDRS3400-40-45 CSE1301-35-40	Number of Course Sections Affected by Implementation in Academic Year	Fall/Spring /Summer HPE 3100-5 LDRS 3400- 3 CSE 1301-40-45	Total Number of Students Affected by Implementation in Academic Year	Fall/Spring/ Summer HPE 3100-200-250 LDRS 3400-120-135 CSE 1301-1600
Average Number of Students Per Summer Semester	HPE 3100 – 40 students LDRS 3400 – 40 students CSE 1301 - 110 students				
Average Number of Students Per Fall Semester	HPE 3100 – 80 students LDRS 3400 – 40 students CSE 1301 - 930 students				
Average Number of Students Per Spring Semester	HPE 3100 – 40 students LDRS 3400 – 40 students CSE 1301 - 540 students				

Award Category (pick one)	<input checked="" type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> Specific Core Curriculum Courses
Are you planning on using an OpenStax textbook?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No In some of the courses we develop, and where they are available, there is a strong likelihood for us to curate an Openstax book in its entirety and then supplement or augment the book. We will also likely adopt Openstax chapters from select books where they are available and the best resource to cover the learning objectives we are working to cover.
List the original course materials for students (including title, whether optional or required, & cost for each item)	<p><i>[Material Title, optional or required]</i></p> <p><u>HPE 3100</u> Required Weinberg, R. and Gould, D. (2015). Foundations of sport and exercise psychology. Sixth edition, Champaign, IL: Human Kinetics. \$62.00</p> <p><u>LDRS 3400</u> Required Komives, S.R. & Assoc. (2016). Leadership for a better world: Understanding the social change model of leadership development (2nd ed.). San Francisco: Jossey-Bass. \$45.00</p> <p><u>CSE 1301</u> Required <i>Fundamentals of Computer Programming with C#</i> by Svetlin Nakov, Veselin Kolev & Co. Freely available online at: http://www.introprogramming.info/english-intro-csharp-book/ \$0</p> <p>Required <i>Intro to Java Programming, Comprehensive Version</i>, Y. Daniel Liang. eTextbook \$104.99</p>

	<p>Required</p> <p><i>Introduction to Programming with Greenfoot: Object-Oriented Programming in Java with Games and Simulations</i>, by Michael Colling. eTextbook \$69.99</p>
Requested Amount of Funding	<p>\$24,800</p> <ul style="list-style-type: none"> • \$5000 per team member to develop OER course (3 team members; \$15,000 total) • \$9000 for Intellus Learning (one-year license) • \$800 for travel and expenses (for two team members to attend required ALG meeting)
Original Per Student Cost	<p>HPE 3100 --\$62.00 total LDRS 3400 --\$45.00 total CSE 1301--\$174.98 total</p>
Post-Proposal Projected Per Student Cost	<p>HPE 3100 --\$0 total LDRS 3400 --\$0 total CSE 1301--\$0 total</p>
Projected Per Student Savings	<p>HPE 3100: students will save \$62/each LDRS 3400: students will save \$45/each CSE 1301: students will save \$174.98/each</p>
Projected Total Annual Student Savings	<p><i>This is the total number of students affected by implementation in the academic year multiplied by the per-student savings estimate.</i></p> <p>Projected total annual student savings = \$294,268.40 based on enrollment for Year One following course transformation. (see Course Enrollment and Cost Chart for explanation)</p>

NARRATIVE

1.1 PROJECT GOALS

List the goals you are trying to achieve with the transformation, including goals for student savings, student success, materials creation, and pedagogical transformation.

This project seeks support from the Affordable Learning Georgia (ALG) initiative to implement open educational resources in three courses (HPE 3100: Behavioral and Psychological Aspects of Physical Education and Coaching, LDRS 3400: Service as Leadership, CSE 1301: Programming and Problem Solving 1), across three colleges at Kennesaw State University (KSU). As an institution, we strive to further the mission of ALG and increase the scope of courses using open educational resources (OERs) in order to provide students with low and no-cost learning materials. The three courses are representative of exemplary courses in their respective disciplines, with the online courses (HPE 3100 & LDRS 3400) having been approved through KSU's internal, faculty peer-review process of Quality Matters (QM). Broadly, the project goals include:

1. Transformation of high demand courses to include open educational recourses;
2. Support cost savings for students enrolled in the transformed courses;
3. Provide professional development for faculty and course developers involved in the project; and
4. Expand awareness of the Affordable Learning Georgia and initiative and OER resources across the university such that additional faculty may be encouraged to adopt low and no-cost course materials.

The primary goal of the project is to transform high demand courses to include open education resources. As the OER movement gains momentum and the quality and scope of available materials expand, KSU and its USG peers may serve as a leader in course transformations across a variety of institutional types. Through the proposed course transformations, we will support Chancellor Wrigley's goal to increase college affordability as well as alleviate the financial burden associated with textbook purchases for students in the selected courses. In addition, the transformation of CSE 1301 directly supports the Governor's High Demand Career Initiative by transforming a required course in computer programming and problem solving. We believe that students will be more successful in these courses since all of the needed resources and materials will be provided to them at no cost. In addition, this project will allow the faculty members to fully vet and identify course resources that will be at least equal to, and possibly better than, the current textbooks being used. From a pedagogical standpoint, if funded, this shift to open access resources will allow faculty to include the most current research and latest trends in their respective areas.

If funded, the three faculty members agree to share their experiences using OER content across campus. We anticipate using this project to launch further OER transformations in additional courses across campus. Kennesaw State University stands to become a

leader in integrating OER resources and, if funded, this project will serve as a springboard for future course transformations across colleges.

Please see the Course Enrollment and Cost Chart below for a summary of the impact of transitioning the three selected course to OER courses.

Course Enrollment and Cost Chart

Course	Summer 2017	Fall 2017	Spring 2018	Projected 2018-19 Enrollment (summer 2018, fall 2018, spring 2019)		Cost of previously used textbook and other materials	Total Cost Savings in AY 2018-19
				Number of Sections	Total Number of students		
HPE 3100	40	40	80	5 (1 summer; 2 fall; 2 spring)	200	\$62/student	\$12,400 (\$62 x 200 students)
LDRS 3400	40	40	40	3 (1 summer; 1 fall; 1 spring)	120	\$45/student	\$5400 (\$45 x 120 students)
CS 1301	110	930	540	40 sections per year	1,580	\$174.98/student	\$276,468.40 (\$174.98 x 1,580 students)
Total:	190 students	1,010 students	660 students	48 sections	1,900 students		\$294,268.40 *

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*Projected savings for year one.

1.2 STATEMENT OF TRANSFORMATION

- *Describe the transformation.*
- *Identify stakeholders affected by the transformation.*
- *Describe the impact of this transformation on stakeholders and course success.*
- *Describe the transformative impact on the course, program, department, institutions, access institution, and/or multiple courses.*

Describe the Transformation

As presented the data provided in Table 1, the cost savings to students across the three courses will be \$294,268.40 in year one. Converting these courses to using OER resources will transform the courses by ensuring that all materials are the most up-to-date and relevant for instruction and provide a significant cost savings to students enrolled in the courses.

Through a partnership with Intellus Learning, faculty will be provided with the tools they need to be able to find, evaluate and curate quality OER and Library Resources. Faculty involved in the project will transition from their traditional textbooks and curate courses with OER, Library, and/or Locally Authored Resources.

The ALG grant will support a complete course transition to open access materials; thereby eliminating the required textbook purchase for students enrolled in HPE 3100, LDRS 3400, and CSE 1301. Once a complete curation of alternative open access course materials that support achievement of the course learning outcomes has been established, the faculty course developer will create supplemental learning activities and assessments to ensure alignment with the newly adopted open access course learning materials.

Specifically, for CSE 1301, the OERs will focus on fundamentals as defined by the ACM and IEEE professional societies in computing and provide examples in multiple modern programming languages, making it usable in many universities providing an intro to programming course.

Identify stakeholders affected by the transformation

The stakeholders affected by the transformation include the following:

- Three faculty team members (Dr. Bryan, Dr. Purcell, Ms. Jones): will be responsible for converting their courses to using OERs.
- LMS Administrators: will assist with linking the OER materials into D2L.
- Library Administrators: will assist with obtaining OER materials as needed in the three course.
- KSU Administration: will assist by supporting the efforts of the stakeholders across campus who are working to support the OER implementation into these courses.
- Instructional Designers: will assist the three faculty team members to ensure the design of their revamped courses meet Quality Matters standards (for online courses – HPE 3100 and LDRS 3400), as well as assist with the implementation of the OERs as needed.

Instructional designers will also assist in helping the faculty team members ensure that their courses are designed with the new OERs in a way that is student friendly and pedagogically meaningful.

- Employers: Agencies or other entities who will hire our students as interns or for permanent positions are also stakeholders who may be affected by this transformation.
- Students: the 1900 students who will be impacted in an academic year by these revised courses using OERs are likely the greatest stakeholders of all. By providing students with the latest information and materials, at no cost, students certainly stand to be most transformed by this grant.

Describe the impact of this transformation on stakeholders and course success

The project will impact a variety of stakeholders, including the following.

Faculty Development Team

By collaborating with Intellus Learning, the faculty members will be provided with the single largest repository of free resources to search and curate. This partnership will not only provide a significant time saving for the faculty members, but it will also allow the faculty to have guided help during the entire transformation process. Intellus Learning will also provide the faculty with analytics on student engagement for continuous course improvement and will alert faculty within 24 hours if a link they are using is broken or updated.

LMS Administrators

This transformation will help drive usage of the LMS with instructors integrating Intellus Learning materials within D2L. In addition, there will be a SSO (single sign on) of all curated content for students within the LMS.

Library Administrators

Will help drive adoption, usage and analytics of library resources used in the transformation of the courses to OER content. The KSU Library administration also support the institution by providing information on usage of library resources.

KSU Administration

The KSU administration is ultimate responsible to pursue initiatives which help drive student success, equity and engagement. One significant way to make this happen is with quality and openly accessible resources.

Instructional Designers

Instructional designers from the KSU Distance Learning Center support faculty in their course redesign, as well as assist with content curation of library resources and OERs. Instructional designers can specifically assist with the following:

- o Development of instructional materials and products for technology-based redesign of courses.

- o Mentoring of faculty on how to use instructional technology effectively or to use best practices to integrate technology with teaching.
- o Conducting a needs assessment and strategic learning assessment to develop the basis for curriculum development or to update curricula.
- o Designing instructional aids for hybrid and online courses.
- o Designing learning products, including web-based aids or electronic performance support systems.
- o Planning, shooting and producing video materials for use in online and hybrid courses.
- O Providing guidance on the closed captioning process

Employers

The impact to employers will be evident upon hiring KSU students from one of the three courses as an intern, or fulltime employee. The use of OERs will allow the faculty to provide students with the most up-to-date resources, as well as the most current trends. This will result in a more educated and adaptable workforce. Given that one of our goals is to spread the OER message to other faculty across campus, we would like to see this benefit extend to multiple disciplines across campus, thus affecting more and more employers over time.

Students

This project will likely impact students in the most meaningful way by allowing for open access to free resources. By transitioning to OERs, there will be no barriers to course entry due to trying to obtain the required course materials. In addition, this transformation allows for more engaging learning resources as well as meeting the needs of diverse learners.

HPE 3100 Students

At the course level, HPE 3100 students will transition from what is currently a heavy reliance on the textbook to more varied resources and OER content. The \$62 per student savings will translate to \$12,400 in savings in one academic year (summer 2018; fall 2018; spring 2019). In addition, moving to an OER concept in the course will allow for more unique learning activities that will meet the needs of all students and still ensure the pertinent content is covered for students who will work with individuals, teams, and clients in sport related settings. As stated previously, one of the goals of this project is to evangelize to the wider campus the value of OERs. In the Department of Health Promotion and Physical Education (HPE), this project will potentially lead to the adoption of other OERs for additional courses. If funded, HPE 3100 could become the exemplar in the Department of Health Promotion and Physical Education for the use of OERs.

LDRS 3400 Students

LDRS 3400 students will have access to a robust curation of open access materials similar in

quality, scope, and depth to the existing required textbook. The cost-saving, free access alternative will equally support achievement of the established course learning outcomes and student success while simultaneously alleviating the financial burden of procuring a required text. In year one, students enrolled in LDRS 3400 will save approximately \$5,500. This savings will compound each year as additional sections of the course are anticipated to be offered in response to student enrollment demand. Specifically, projected offerings for this course are expected to increase 100%. Therefore, the savings could exceed \$10,000 for this course alone in year two following the adoption of the course transformation. Additionally, faculty and staff will save time and resources each semester that are routinely required for communication within the department and with the university bookstore regarding textbook adoptions. The grant award will also support internal Quality Matters review of the revised course through an existing distance learning support unit.

CSE 1301 Students

All students successfully accepted to, and entering any major within the College of Computing and Software Engineering, will be required to complete the programming sequence currently under development (the revamped CSE 1301). The specific impact to each of the stakeholders and the overall success of the courses includes: (1) benefitting students, who will receive the most from the course with up-to-date information and in-depth understanding of the emerging trends and technologies in Computing and Software Engineering, helping them become better prepared for the field at no cost to them; (2) benefitting instructors with the latest, comprehensive content and resources in Computing and Software Engineering and ready-to-teach course packages in D2L; and (3) subsequently benefitting the hiring companies, who are in need of the students that we are educating.

Describe the transformative impact on the course, program, department, institutions, access institution, and/or multiple courses.

Courses

HPE 3100 will be transformed by providing students an upper level course, which is required of HPE majors for graduation, by allowing students to successfully complete the course at no additional cost. In addition, students from other majors (Sport Management, Psychology, etc.) will also reap the benefit of the transformation to an OER platform in HPE 3100. Students will also be transformed through the course by engaging with the most current resources as well as current event case studies and other issues in sport and physical activity psychology.

The proposed course transformation for LDRS 3400 will increase the affordability of an upper-level undergraduate course through the elimination of its current required textbook in favor of open resource materials. This particular niche course will serve as a pilot for the Leadership Studies Program, which has annual enrollment nearing 2,000 across 12 unique courses.

Immediate access to freely available and current resources would increase the chances that any student enrolled in CSE 1301 would be successful. As shown below, success in this course has a direct effect on not only the programs and departments in CCSE, but also the institution.

Program

The OER project will be transformational for the Health Promotion and Physical Education (HPE) Program by being among the first to implement OERs in an upper level course. If funded, this project has the potential to lead to numerous other courses in HPE becoming OER courses, thus saving HPE majors even more money across their educational experience.

Additional degree programs within University College will be encouraged to adopt open resource course materials based on the demonstrated success on the proposed transformation. As with the other courses in this project, LDRS 3400 could be the first in a subsequent transition for other courses in the college.

All of the programs in the College of Computing and Software Engineering (CCSE) require a strong programming foundation in order to be successful. A strong start in the CSE 1301 course could potentially positively impact our current retention, progression, and graduation rates in these programs. The programs directly impacted by this project would be:

- BS in Computer Science
- BA in Applied Computer Science
- BS in Information Technology
- Bachelor of Applied Science in Information Technology
- BS in Software Engineering
- BS in Computer Games Design and Development

Department

The Department of Health Promotion and Physical Education offers an undergraduate degree in Public Health Education and a P-12 teacher preparation program in Health and Physical Education. The Department also offers minors in both Coaching and Public Health Education which are open to any degree seeking undergraduate KSU student. While students in the Public Health Education major do not take HPE 3100, the conversion of this course to using OERs can serve as a catalyst for other courses in the P-12 teacher preparation program as well as the Public Health Education major to consider seriously the adoption of free and open source materials. We believe this grant can be transformational for the department as a whole.

As indicted previously, additional programs within University College will be encouraged to adopt open resource course materials. As with the other courses in this project, LDRS 3400 could be the first in subsequent transitions for other courses in the college.

The College of Computing and Software Engineering is comprised of three departments: Computer Science, Information Technology, and Software Engineering/Game Development and Design. All students in any program offered in these departments are required to take CSE 1301 during their first or second semester as students within CCSE. We believe these departments may seriously consider the adoption of open source materials in other courses later in the programs given the large scale implementation of CSE 1301. While the initial grant may only be for three courses (HPE 3100, LDRS 3400, and CSE 1301), we believe there is potential for widespread adoption based on the successful implementation of these first three courses across three different colleges.

Institution

HPE 3100 is open to all students, but is part of the curriculum for Health and Physical Education (P-12 teacher preparation) and Sport Management. The course also counts as an elective for Psychology majors. Similarly, LDRS 3400 has a very wide audience of students across campus. In addition to servicing students of CCSE, the CSE 1301 course satisfies Area D of the General Education Core Requirements set forth by the University System of Georgia at some universities. At KSU, we plan to add CSE 1301 into Core Area D within the next year or two.

We believe that, if funded, the transformation of these courses can serve as a catalyst within the respective Colleges, and that message can be broadened to the entire campus through avenues such as Dean's meetings, the KSU Unconference on Online Education, and other presentations across the institution.

A CSE 1301 course that teaches foundational topics (primitive data types, arithmetic and logical operators, selection and repetition structures, interactive user input, using and designing basic classes, single dimension arrays with searching and sorting) transfers seamlessly across institutions. The topics covered in this course are applicable broadly to many USG computing programs and follow industry-recognized topics as defined by the ACM, IEEE, and ABET.

Multiple Courses

A strong programming foundation is critical for success in 12-15 subsequent courses that are a part of CCSE. Transforming CSE 1301 to an open education platform, with no textbook cost, has the potential to increase student success in the subsequent courses that require a strong background in programming. In addition, Drs. Bryan and Purcell believe that HPE 3100 and LDRS 3400, respectively, can pave the way for future course transformations in multiple courses in the WellStar College of Health and Human Services, which houses HPE, as well as University College, which houses LDRS.

1.3 TRANSFORMATION ACTION PLAN

Action plans must address:

- The identification, review, selection, and adoption/adaptation/creation of the new course materials.
- The course and syllabus instructional design/redesign necessary for the transformation.
- The activities expected from each team member and their role(s): subject matter experts, instructional designer, librarian, instructor of record, et al.
- The plan for providing open access to the new materials.

The three team members plan a systematic review of no-cost resources for the courses in the proposal. The timeline below provides details on when each step of the process will occur. As part of the grant, if funded, we will partner with Intellus Learning who will assist the three faculty members in the identification, review, selection, adaptation, and/or creation of the new course materials. Intellus Learning works with faculty members to quickly access high-quality open education resources, as well as their institution’s academic library materials to help replace expensive course materials. In addition, Intellus Learning provides faculty with powerful, real-time data related to students’ engagement with the assigned content.

As the subject matter experts, Dr. Bryan, Dr. Purcell, and Ms. Jones will engage in revisions to both the course materials housed in D2L which may include, but is not limited to, assignments, practice exercises, quizzes, tests, laboratory activities, case studies, discussion boards/class discussions, etc. In addition, the faculty will revamp their course syllabi as appropriate, based on the course transformation to using OERs. All OER resources will be provided to students through D2L.

The responsibilities of each team member are outlined below.

Team Member	Course	Role/Responsibility
Dr. Charity Bryan	HPE 3100	Project lead and subject matter expert in sport psychology. Will prepare all revised course materials, using OERs, for HPE 3100 and will serve as instructor of record, teaching two sections of the course each fall and spring semester (one section in summer). Will attend kickoff meeting
Dr. Jennifer Purcell	LDRS 3400	Subject matter expert in leadership. Will prepare all

		<p>revised course materials, using OERs, for LDRS 3400 and will serve as instructor of record, teaching one section of the course each fall, spring, and summer semester.</p> <p><i>(Will decide if Dr. Purcell or Ms. Jones attends the Kickoff Meeting).</i></p>
Ms. Sandra Jones	CSE 1301	<p>Subject matter expert in programming. Will prepare all revised course materials, using OERs, for CSE 1301 and will serve as instructor of record. Multiple sections of this course are taught each fall, spring, and summer semester. <i>(Will decide if Dr. Purcell or Ms. Jones attends the Kickoff Meeting).</i></p>

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

- *The quantitative and qualitative measures of impact on student success and experience. The quantitative and qualitative data collected will be utilized in your final report as well as within ALG program communications.*
- *It is important to identify how the data is to be analyzed for each data source. In specific, the action plan must address the project's quantitative impact on student success (items such as Learning Objective success, Drop, Fail, Withdraw (DFW) delta rate, and any other critical factors) to measure impact on student experience.*
- *Qualitative measures can include student feedback through surveys, interviews, focus groups, or other means.*

In order to assess the effectiveness of the transition to open educational resources in HPE 3100, LDRS 3400, and CSE 1301, the faculty members will utilize both qualitative and quantitative measures. For each course, a survey instrument will be designed to gather qualitative student feedback, specifically related to the OERs, at the end of the semester. In addition to the qualitative survey distributed at the end of the course, a mid-course check in will also be used to determine if corrections need to be made at mid-semester. The mid-course check in will be a shorter survey designed to give the faculty members an idea of whether or not there are any significant gaps as it relates to content or student understanding.

From a quantitative perspective, the three faculty members will use student performance data from previous semesters, prior to using OERs, and compare it to the student performance data once OERs were implemented. This student performance data will include overall grade in the course as well as comparison of performance on significant courses assignments that cover multiple course objectives (i.e. written papers, projects, etc.). In addition, we will examine the number of D's, F's, and W's (withdrawals) that occurred both before and after the transformation to open educational resources in each of the three courses.

The chart below provides a summary of the proposed assessment plan.

Data Source	Narrative
Qualitative Data	<p>Qualitative Assessment #1: Mid-course “check in” survey. Short 4-5 question, written evaluation to determine how the course is going; if the OERs are supporting students in achieving the course and module objectives, etc.</p> <p>Qualitative Assessment #2: End of course survey. Longer survey with written responses to</p>

	determine how the course and the OERs worked given the perspective of having completed the course. Suggestions for future courses will be sought as well. Perceptions of OERs as well as thoughts on cost savings will also be included.
Quantitative Data	<p>Student performance data will include the following quantitative measures:</p> <ul style="list-style-type: none"> • Overall grade in the course. • Comparison of performance on significant courses assignments that cover multiple course objectives (i.e. written papers, projects, etc.). • Comparison of the number of D's, F's, and W's (withdrawals) in the course pre- and post- OER transformation. • Percentage of students achieving the learning outcomes in each module of instruction.
Student Evaluation of Instruction	The three faculty members will compare scores from previous Student Evaluations of Instruction to those from the OER transformational course to determine if there are differences based on these standardized evaluations.

1.5 TIMELINE

This is a timeline of milestone dates for your transformation project through the end of the first semester the transformed course(s) is/are offered to students. Your interim reports will utilize this timeline to indicate if the project is on schedule.

When submitting this timeline in InfoReady Review, be sure to use the Paste from Word button in order to correctly paste a table from Word. Otherwise, the document will be unreadable to reviewers.

Milestone Dates	Milestone
February 15, 2018	Schedule training for three faculty members and Instructional Designers with Intellus Learning. Begin process of procuring OERs for each of the five courses.
February 16-June 30, 2018	Systematic re-design of course components that will transition to OERs. Work with Intellus Learning to obtain course materials.
July 1-15, 2018	HPE 3100 and LDRS 3400 (both online courses) undergo required Quality Matters re-review through the Office of Distance Learning. CSE 1301 (face-to-face) undergoes informal review by Instructional Designer at the KSU Office of Distance Learning.
July 15-30, 2018	Revisions/corrections are made to all three courses based on the review process. HPE 3100 and LDRS 3400 achieve QM approval status.
August 10, 2018	Revised courses will be completed in course shells in D2L ready for fall

	semester.
August - December 2018	Courses are taught with new OER transformation complete. Data collection takes place in each course this semester (mid-term check in; end of semester survey; Student Evaluation of Instruction; student performance data. See assessment plan for more information).
December 2018 - January 2019	Course revisions are made (prior to teaching the courses in spring semester) based on student evaluations and experiences in fall semester.
January - April 2019	HPE 3100, LDRS 3400, and CSE 1301 are taught in spring semester using OERs. Data collection process continues in order to support course refinement.
May 2019	Course revisions are made (prior to teaching the courses in summer) based on student evaluations and experiences in the spring term.
June - August 2019	HPE 3100, LDRS 3400, and CSE 1301 are taught in summer semester using OERs. Data collection process continues in order to support course refinement.
Course revision process and teaching cycle continues. OERs continue to be updated as needed in future semesters. Dr. Bryan, Dr. Purcell, and Ms. Jones continue to work within their respective departments/colleges to encourage others to use OERs where appropriate.	

1.6 BUDGET

\$24,800 total request

Expense Category		Description	Expense
Team Members			
	Dr. Charity Bryan	Project lead and subject matter expert in sport psychology (HPE 3100). Will prepare all revised course materials, using OERs, for HPE 3100 and will serve as instructor of record, teaching two sections of the course each fall and spring semester (one section in summer). Will attend kickoff meeting	\$5000
	Dr. Jennifer Purcell	Subject matter expert in leadership (LDRS 3400). Will prepare all revised course materials, using OERs, for LDRS 3400 and will serve as instructor of record, teaching one section of the course each fall, spring, and summer semester. <i>(Will decide if Dr. Purcell or Ms. Jones attends the Kickoff Meeting).</i>	\$5000
	Ms. Sandra Jones	Subject matter expert in programming (CSE 1301). Will prepare all revised course materials, using OERs, for CSE 1301 and will serve as instructor of record. Multiple sections of this course are taught each fall, spring, and summer semester. <i>(Will decide if Dr. Purcell or Ms. Jones attends the Kickoff Meeting).</i>	\$5000
One year license to support OER curation			

	Intellus Learning	Intellus Learning empowers instructors to quickly access high-quality open educational resources (OER), as well as their institution's academic library materials to help replace expensive course materials, while providing powerful, real-time insight into students' engagement with the assigned content.	\$9000
Travel			
	Travel support	Travel support for two team members to attend the ALG Kickoff Meeting	\$800

- \$15000 total for team member compensation
- \$9000 for Intellus Learning (one-year license) www.intelluslearning.com
- \$800 for travel and expenses (for two team members to attend required ALG Kickoff meeting)

1.7 SUSTAINABILITY PLAN

What is your plan for offering the course in the future, including maintenance and updating of course materials?

All courses included in this project will be offered at Kennesaw State University indefinitely. HPE 3100 is a required course for both HPE majors, as well as Sport Management majors. In addition, Psychology majors are allowed to take the course as an elective.

LDRS 3400 is an online course that is routinely offered for majors in the fully online Bachelor of Science in Integrative Studies. In addition, since LDRS 3400 will serve as a pilot for the Leadership Studies Program, with an annual enrollment nearing 2,000 students, this course will most certainly be offered for the foreseeable future at Kennesaw State University.

If the grant funding or institutional funding for an Intellus Learning license is not renewed, Intellus provides a print out where faculty can keep their entire course structure as well as the links to the content they have curated. Faculty would will lose access to the LMS integration and analytics provided by Intellus Learning, the faculty will not lose their work or the resources obtained. Faculty would be able to reintegrate links within D2L if the institution did not renew the license with Intellus Learning. Below is an example of what the document looks like that preserves faculty work and resources.

ECON 151 - Introduction to Economics (DEMO)
Instructor: David Webster <Webster@acelearningco.com>

Course Description:

Economics is a subject whose scope of study pervades much of our daily life, so it is essential that as citizens we understand it on at least a basic level. This course is intended to familiarize students with the fundamental concepts governing our economic interactions, institutions, and policies, and to furnish them with an analytical framework with which to view the functioning of economies in a more critical light.

Course Resources:

Course Supply and Demand

- economicurtis. "[Supply and Demand Curve Analysis](#)" Youtube. 03 Jul. 2012. Video.

Type: Required Readings

Description

This video will provide you with an example of a shifting demand curve based on a variable such as a change in consumer income.

Pre-Instructions:

Watch this video to learn about the impact of specific variables on the demand curve.

Post-Instructions:

Now that you have watched this video, you should be able to describe how non-price variables cause a shift in the demand curve.

- "[Economics of Supply](#)" Merlot. unomaha.edu, 02 Nov. 2003. Tutorial.

Type: Required Readings

Description

This resource explains what causes changes in demand and quantities demanded.

Pre-Instructions:

Work through Topic 1: Distinguishing Demand and Quantities Demanded in this Lesson Presentation to learn about changes in demand and quantity demanded.

Post-Instructions:

Now that you have reviewed this content, you should be able to describe the difference and reasons for change in demand and quantity demanded.

- "[Supply And Demand](#)." Library (EBSCO). Business Source Complete [bth], 19 Feb. 2015. Article/Journal.

Type: Required Readings

- "[Chapter 3: Demand and Supply](#)." OpenStax College. eBook.

Type: Required Readings

Description

This reading will teach you about the variables that influence both demand and supply. You will read about what makes up supply and demand and what components can cause shifts in the market.

Pre-Instructions:

Read pages 70–82 to learn about both the demand and supply sides of the market.

Post-Instructions:

Now that you have completed this reading, you should be able to describe the law of supply and the law of demand and know how they affect markets.

•"[Case Study on Water: Supply and Demand](#)" Library (EBSCO). Academic Search Complete [a9h], 31 Dec. 2013. Article/Journal.

Type: Required Readings

Description

A great study on water supply and how it affects the local economy.

Pre-Instructions:

Spend 15-20min on reading this case study. Do not read for detail/memorizing, simply understand how economists view this topic.

Post-Instructions:

Bring three take-away items to class for discussion.

•Richard Gosselin. "[Equilibrium Condition with Supply and Demand Curves](#)" Youtube. 19 Feb. 2010. Video.

Type: Required Readings

Description

This video will provide you with an example of a shifting demand curve based on a variable such as a change in consumer income.

Pre-Instructions:

Watch this video to learn about the impact of specific variables on the demand curve

Post-Instructions:

Now that you have watched this video, you should be able to describe how non-price variables cause a shift in the demand curve.

- ["Principles of Macroeconomics > Chapter 3: Demand and Supply."](#) OpenStax College. eBook.

Type: Required Readings

- Bryn Jones. ["Supply & Demand"](#) Youtube. 01 May. 2008. Video.

Type: Required Readings

Course Elasticity

- ["It's Not Inflation It's Price Elasticity!"](#) Library (EBSCO). Business Source Complete [bth], 06 Mar. 2011. Article/Journal.

Type: Required Readings

Description

Helps to explain the differences between general market inflation and the specifics of particular production/resource price elasticity.

Pre-Instructions:

Spend 15-20 minutes reading this. No more! This is dense reading but great insight into the realities of elasticity in the market.

•Economics Course. "[Chapter 5. Elasticity and Its application.](#)" Youtube. 13 Dec. 2015. Video.

Type: Required Readings

Description

This video explains how demand curves can be elastic or inelastic in a real-world scenario involving the price of gasoline.

Pre-Instructions:

Watch the video to learn about elastic and inelastic demand.

Post-Instructions:

Now that you have watched this video, you should be able to analyze when a demand curve is elastic or inelastic.

•"[Chapter 5: Elasticity](#)" OpenStax College. eBook.

Type: Required Readings

Description

This reading focuses on defining and measuring price elasticity of demand. You will also learn about inelastic demand, elastic demand, perfectly elastic demand, perfectly inelastic demand, and unit elastic demand.

Pre-Instructions:

Read pages 172–178 to learn about price elasticity of demand and its measurement.

Post-Instructions:

Now that you have completed this reading, you should be able to explain the different types of elastic and inelastic demand.

•Free Econ Help. "[How to Solve Elasticity Problems in Economics](#)" Youtube. 21 Sep. 2011. Video.

Type: Required Readings

•"[Chapter 5: Elasticity](#)" OpenStax College. eBook.

Type: Required Readings

•Garg University. "[Price elasticity of Demand for Dummies](#)" Youtube. 09 Nov. 2013. Video.

Type: Required Readings

- Bryan Buckley. "[Categories of Elasticity](#)" Youtube. 23 May. 2013. Video.

Type: Required Readings

- "[Chapter 5: Elasticity: A Measure of Response](#)" UMN open textbook. eBook.

Type: Required Readings

Course Consumer and Producer Surplus

- Andrew Hingston. "[Price floors and surplus](#)" Youtube. 15 Feb. 2010. Video.

Type: Required Readings

- Economicsfun. "[How to calculate Excise Tax and the Impact on Consumer and Producer Surplus](#)" Youtube. 18 Mar. 2012. Video.

Type: Required Readings

- "[Demand and Consumer Surplus](#)" UMN open textbook. eBook.

Type: Required Readings

- Melissa Trussell. "[Econ Lecture - Consumer Surplus](#)" Youtube. 18 Apr. 2013. Video.

Type: Professor Recommended

Informational Note (How to use this document and links):

The links above will take you to your learning resource. Some may require you to log into your campus services (e.g. LMS, Academic Library). If so, please click on the link above, log into the required service then click again on the link in this document once logged in.

If you have any problems, please contact your campus technology helpdesk.

1.8 REFERENCES & ATTACHMENTS

A letter of support must be provided from the sponsoring area (unit, office, department, school, library, campus office of the Vice President for Academic Affairs, etc.) that will be responsible for receipt and distribution of funding. Letters must reference sustainability. In the case of multi-institutional affiliations, all participants' institutions/departments must provide a letter of support.

Technology Enhanced Learning at Kennesaw State University will be the sponsoring area for the grant. Below is a letter of support from Dr. Elke Leeds, Associate Vice President of Technology Enhanced Learning.



Distance Learning Center

January 17, 2018

Elke M Leeds, Ph.D.
Associate Vice President – Academic Affairs
Technology Enhanced Learning
Institute for CyberSecurity Workforce Development
Kennesaw State University
3203 Campus Loop Road
Kennesaw, GA 30144

Dear Affordable Learning Georgia Grant Review Committee,

Please accept this letter of recommendation for the attached Affordable Learning Georgia Textbook Transformation grant submitted by Dr. Charity Bryan. I give this grant application my full support and highest endorsement. The grant team of Drs. Bryan, Purcell, and Jones represents the best and most innovative faculty thinkers at Kennesaw State University. The proposal seeks to implement no-cost open educational resources (OERs) for three courses across three different colleges: HPE 3100 (Behavioral and Psychological Aspects of Physical Education and Coaching); LDRS 3400 (Service as Leadership); and CSE 1301 (Programming and Problem Solving 1).

HPE 3100 is an upper level course taken by Health Promotion and Physical Education majors, as well as Sport Management majors. In addition, Psychology majors are allowed to take the course as one of their electives. LDRS 3400 is a course in a fully online program and is slated to be part of the Leadership Studies Program, with an annual estimated enrollment of almost 2,000 students. CSE 1301 is the main lower-division course offered in the College of Computing and Software Engineering, and student performance in this course is critical to their future in the major as students must have a strong programming foundation in order to be successful. It is also a critical course in the pathway to the B.S. in Cybersecurity, Kennesaw State's first eMajor degree program.

Each semester the College of Computing and Software Engineering offers multiple sections of CSE 1301 face-to-face and several under the CYBR prefix as an online offering. In addition, HPE 3100 and LDRS 3400 are online courses that have met the requirements of Quality Matters at Kennesaw State University. Each of these are high demand courses impacting approximately 1900 students in the upcoming academic year (summer 2018; fall 2018; spring 2019).

The current textbook cost for HPE 3100 is \$62/student; LDRS 3400 is \$45/student, and materials/book for CSE 1301 is \$174.98/student. By using quality, no-cost OERs in these three courses, students will save a total of \$294,268.40 in the upcoming academic year (summer 2018; fall 2018; spring 2019).

3203 Campus Loop Rd., • MD #5800 • House #58 • Kennesaw, GA 30144-5591

Phone (470) 578-7550 • Fax (470) 578-7597 • www.kennesaw.edu



Distance Learning Center

Drs. Bryan, Purcell, and Jones are highly qualified to work on the textbook transformation project. These faculty members are known as innovative and experienced scholars who embrace technology enhanced learning for the benefit of students. I can think of no better faculty to make this important work a reality.

It is our sincere desire at Kennesaw State University to create a culture of using OERs when appropriate and in a wider context across the university. I have worked extensively with faculty to support technology enhanced learning, and I can think of no better way to advance this mission than through the Affordable Learning Georgia grant. These faculty members have the skills and expertise to curate high quality materials for this project. In addition, with the support of Intellus Learning, our faculty will have the necessary support they need to transform their courses efficiently and begin the transformation process immediately.

At KSU, online courses go through Quality Matters (QM) re-review every three years. With the implementation of OERs in HPE 3100 and LDRS 3400, both of which are online, these courses would go through the QM re-review process prior to being offered. This process will also allow the faculty to work with our KSU Instructional Designers to ensure the courses are designed in such a way that supports student success. By collaborating with Intellus Learning, all three courses will have a sustainability plan where curated materials will be retained, even if the Intellus Learning license is not renewed. This process is explained more fully in the proposal. Therefore, sustainability is not a concern and will be easily achieved in the coming years for each of these courses.

In summary, I fully support this grant proposal and sincerely hope the committee will fund it so that these courses can be transformed, and students can engage in these courses with no additional cost burden. If you have any questions, or if I can be of any assistance, please do not hesitate to contact me at eleeds@kennesaw.edu or 470-578-7550.

Sincerely,

Elke M. Leeds

Elke M Leeds, Ph.D.
Associate Vice President – Academic Affairs

3203 Campus Loop Rd., • MD #5800 • House #58 • Kennesaw, GA 30144-5591

Phone (470) 578-7550 • Fax (470) 578-7597 • www.kennesaw.edu

Syllabus



Course: LDRS 3400: Service as Leadership (CRN)
Term: Fall 2018 Session II
Prerequisites: ENGL 1102
Day(s)/Room: Asynchronous Online via BrightSpace by Desire2Learn (D2L)

Professor: Dr. Jennifer W. Purcell
Email: D2L Email Function is preferred; jpurce10@kennesaw.edu
Office & Hours: Office hours in person and/or virtual by appointment.
Office Phone: 470-578-2863

Official Course Description

Based on the Social Change and Servant Leadership models, learners will explore the connections between service and leadership. LDRS 3400 will examine the differences between civic engagement, civic responsibility, and social activism. Learners will study projects within the community, attend social activism functions, and develop and present projects geared toward social change. Learners will leave this course with an understanding of how servant leaders can impact their community.

Learning Outcomes

By the end of this course, you will be able to:

1. Explain the Social Change Model of Leadership Development
2. Define and discuss the Servant Leadership Model
3. Articulate the differences between community service, civic engagement, civic responsibility, service learning, and social activism
4. Explain why a selected local social issues/problem exists
5. Identify effective leadership strategies for educating others about and striving for the elimination of a local social issue/problem

Class Environment, Instruction, Attendance and Expectations

The classroom is a learning environment. In this environment, it is neither expected nor anticipated that any one person knows all of the answers. To that end, I encourage questions and exploration. As a participant in this leadership class, you will define what this means and decide how to hold yourselves and each other accountable.

Attendance: Attendance is required for this course. Students who miss more than three classes may be receive a grade reduction at the professor's discretion.

D2L: Important course material will be made available on D2L. I use D2L to communicate with you via news updates, email, etc. It is your responsibility to access D2L every other day (at a minimum) as assignments and/or additional readings may be loaded or linked.

Having the basic technology skills (as identified in the assessment listed above) needed to successfully participate in an online course is a course prerequisite, not a by-product of being enrolled in an online course. Should you need assistance while working in D2L click on the “help” link or contact your KSU Information Technology Services [student help desk \(470.578.3555\)](#). The student help desk is not open 24 hours, seven days a week, so I suggest that you make a note of their operating hours.

It is also important that you have reliable Internet access and regular access to a computer that is properly configured to run D2L. I highly suggest that you click on the “run a browser check” link located on the home page of D2L. In addition, not having access to a computer that works properly when assignments are due is not an acceptable excuse for turning in late work. Give yourself plenty of time to complete your work and make sure you have a back-up plan (e.g. KSU library or computer lab, family, friend, neighbor, public library, etc.) in case of complications with your computer/internet source.

Not having access to D2L is also not an acceptable excuse for turning in late work. On your D2L homepage you will find campus announcements about the D2L maintenance schedule. Scheduled maintenances usually occur late at night, on weekends, in the early a.m. hours, or over holidays. Users are given plenty of advance notice about upcoming scheduled maintenances. Again, allow yourself plenty of time to complete your work so that inability to access D2L will not be a problem.

Finally, it is expected that you will treat your professor and your peers with respect while interacting online. Your online course is a professional environment. The same behaviors that are not acceptable in a face-to-face classroom (e.g. arguing, name-calling, shouting, or cursing) are also not acceptable in online classes. However, since you all are interested in the concept of leadership, I do not expect this to be a problem. For more information on proper online netiquette consult [Netiquette information](#).

Instruction: This class follows a seminar format; meaning class discussions are an instrumental element of its design. This class will consist of interactive lectures from your instructor, group discussions and activities, student presentations, observations, videos, reading, and writing assignments. The course centers on the required text and experiential learning activities as well as occasional additional related online readings and handouts.

Class Etiquette: While in class, you are expected to show courtesy and respect to your instructor and classmates. Please see the previous comments on “Netiquette.”

Due Dates: Assignments are due at the time indicated on the course calendar. In fairness to all students, I will not accept late assignments. As an upper level, leadership studies course, this is a reasonable expectation that you agree to by enrolling in this

course. Do not wait until the last minute and back up your work! Technology and Internet services are notorious for last minute headaches. Plan accordingly and submit assignments early.

Exam Dates: Exams are given online during an assigned access period. In fairness to all students, there are no make-up exams.

Instructor Availability: I look forward to this semester and want this to be an enjoyable, mind expanding, and successful class for you. I encourage you to contact me with any questions or concerns you have about the class and your experience in it. I am available to meet in person and virtually by appointment.

I am committed to responding to student inquiries in a timely manner. Email inquiries are typically addressed within 24 hours Monday through Friday during normal university operation. Emails received after 3pm on Friday may not receive a response until Monday. Please note that I do not check email regularly on the weekends or during university holidays. Response time during holidays and periods of university-sponsored travel may vary, and I will post additional information prior to each holiday or trip. As a reminder, the Course Q&A discussion thread is an expedient means of addressing course related questions.

Professor Feedback

I will provide timely feedback on your course assignment submissions. Generally, expect to receive feedback no later than two weeks following submission. After receiving feedback on an assignment or quiz, take 24 hours to review the feedback I provided as well as the assignment details before contacting me with questions. Questions regarding feedback must be addressed within one week following receipt. Per KSU policy, assignment grades may not be appealed; however, course grades may be appealed through informal and formal processes.

Required Textbook and Course Materials

This course utilizes curated Open Education Resources (OERs) that are available free to students. The resources include a free e-book, articles, websites, videos, and other interactive media that is updated routinely. The course materials are organized by module and presented as “Module X – OER Content.” Additional content may be linked in the module, and I will review all required and optional course materials for each module in the weekly video check-in.

- Komives, S.R. & Assoc. (2016). Leadership for a Better World: Understanding the Social Change Model of Leadership Development (2nd ed). San Francisco: Jossey-Bass. Note: This e-book is available for free; however, you may purchase the hard copy new or used, if preferred.
- Articles and resources posted in D2L

Grades and Assignments

Grades: Grades are earned through your performance and participation. Course grades are based upon a point system as outlined in the table below. The total points you earn will determine your final grade. Your assignments and maximum number of points are included in the below table. Extra credit is not guaranteed in this course; however, I may offer extra credit opportunities at my discretion for course-related campus and community events. Students will be notified via D2L of such opportunities during the semester. Individual extra credit opportunities are not provided, and there will be no end of semester extra credit opportunities. Majority of my students perform quite well in the course; however, I do have students who fail the course each semester. I share this information to encourage you to take this course seriously and to stay on task. Points are earned, and I am happy to discuss strategies for successfully completing this course.

Grade	Points
A	450-500
B	400-449
C	350-389
D	300-349
F	0-299

Assignment	Maximum Point Value
Orientation Discussion and Quiz (1)	10 each; 20 total
Reading Quizzes (7)	10 each; 70 total
Discussions (7)	30 each; 210 total
Reflection Paper (1)	100
Final Exam (1)	100
Total Possible Points Earned	500

You can expect that I will have provided feedback and posted all assignment grades within two weeks of your submission. Grades can be viewed in D2L. In fairness to all students and the professor, late assignments will not be accepted under any circumstances. Technical issues do not excuse late assignments, and exceptions will not be granted.

While unlikely, it may occasionally be necessary to revise the syllabus or schedule. I ask that you remain flexible. Please be assured that I will give you plenty of advance notice to incorporate any date changes into your calendar. Therefore, check your D2L account often! Important dates will be provided in the weekly "Read First" document and the D2L course calendar.

Discussions (210 points)

As an online course, students are required to engage with one another in the course online via D2L each week. We will accomplish this objective through weekly discussion. In each module, up to 30 points may be earned by completing the following:

- Posting an original entry no later than Friday by midnight during module = up to 20 points
 - Original posts should reflect thoughtful reflect on the discussion prompt and integrate citations from the weekly content.
 - Scholarly tone and formatting are expected, including APA 6 Ed citations.
- Comment on at least two (2) peer postings and reply to those who comment on your original post no later than Monday by midnight of the module = up to 5 points per post (10 points total)
 - Quality peer responses are substantive and cite specific comments and/or ideas.
 - Peer response evoke additional questions and/or provide addition insights

Reading Quizzes (70 points)

Each module includes a 10-point reading quiz that must be completed prior to the module closing. These quizzes are intended to serve as graded self-assessments and may be completed up to two (2) times to earn full credit.

Reflection Paper (100 points)

During the course, you are required to attend at least two (2) community events. Criteria for the community events are in the resource folder for this assignment. In the final weeks of the course, you will reflect on the events you attended through the theoretical lenses you cultivated in the course and draft a reflection paper. Additional details, including the grading rubric, are provided in the assignment resource folder.

****November 1, 2018 - last day to withdraw from the course without academic penalty****

****Final Grades Posted In Owl Express No Later Than December 13, 2018 at 5pm****

KSU Policies and Statements

Academic Integrity: Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/ falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Plagiarism and Cheating: No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. Original content submitted by the student may not be submitted in another course unless approved in advance by the professor. This action constitutes self-plagiarism per KSU policy and will be reported.

Student Disability Services: Students who have a legally defined disability and wish to request accommodations must first register with disabled Student Support Services and provide documentation of the disability and its effect on their ability to perform in an academic environment. Students who are granted specific accommodations based on their disability may request faculty notification letters each semester through disabled Student Support Services. The letter identifies the appropriate accommodations approved through disabled Student Support Services. The student delivers the letters to each faculty personally and makes an appointment to discuss arrangements for accommodations.

Course Calendar

Total Course Points Possible = 500 pts

This course includes 1 orientation module and 7 content modules. The orientation module spans one week, and content module span two weeks. Modules close at 11:59pm on the dates provided below.

Orientation Module – Getting Started

October 9-15 **Note Orientation Module and Module 1 close on October 15**

Introduction Discussion

Syllabus Quiz

Module 1 – Setting the Context: Wicked Problems and Sustainability

October 9-15

Module 1 Discussion

Module 1 Reading Quiz

Module 2 – More Than Jargon: Manifestations of Community Engagement and Civic Leadership

October 16 - 22

Module 2 Discussion

Module 2 Reading Quiz

Module 3 – The Basics I: The Social Change Model

October 23 - 29

Module 3 Discussion

Module 3 Reading Quiz

Module 4 – The Basics II: The Servant Leadership Model

October 30 - November 5

Module 4 Discussion

Module 4 Reading Quiz

Module 5 – Under the Microscope I: Local Sociopolitical Issues

November 6 - 12

Module 5 Discussion

Module 5 Reading Quiz

Module 6 – Under the Microscope II: Local Servant Leaders and Change Agents

November 13 – 18 **Short week due to KSU Fall Break**

Module 6 Discussion

Module 6 Reading Quiz

Reflection Paper Due via D2L Dropbox no later than 11:59pm on November 25.

Module 7 - Be the Change: Strategies for Advancing the Cause

November 25 - Dec 3

Module 7 Discussion

Module 7 Reading Quiz

Final Exam available via D2L December 4-6, 2018

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

To submit your Final Report, go to the Final Report submission page on the ALG website:

http://affordablelearninggeorgia.org/site/final_report_submission

Final report submission requires four files:

- This completed narrative document
- Syllabus or syllabi
 - (if multiple files, compress into one .zip folder)
- Qualitative/Quantitative Measures data files
 - (if multiple files, compress into one .zip folder)
- Photo of your team or a class of your students w/ at least one team member, minimum resolution 800x600px
 - (nearly all smartphones take photos larger than this size by default)

Follow the instructions on the webpage for uploading your documents. Based on receipt of this report, ALG will process the final payment for your grant. ALG will follow up in the future with post-project grantee surveys and may also request your participation in a publication, presentation, or other event.

General Information

Date: December 21, 2018

Grant Round: Round 11

Grant Number: Proposal 360

Institution Name(s): Kennesaw State University

Project Lead: Charity Bryan

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

Charity Bryan, PhD

Clinical Associate Professor and Director of Technology Enhanced Learning

Health Promotion and Physical Education and College of Continuing and Professional Education

cbryan4@kennesaw.edu

Jennifer W. Purcell, EdD

Assistant Professor

Department of Leadership and Integrative Studies

jpurcell@kennesaw.edu

Sandra Jones, M.S.
Senior Lecturer
Software Engineering and Game Development
sjone383@kennesaw.edu

Course Name(s) and Course Numbers:

Course #1:

Behavioral and Psychological Aspects of Physical Education and Coaching
HPE 3100

Course #2:

Service as Leadership
LDRS 3400

Course #3:

Programming and Problem Solving 1
CSE 1321
Programming and Problem Solving 1 Lab
CSE 1321L

Semester Project Began:

Fall 2018 was the first time the three courses were offered with OERs.

Final Semester of Implementation:

Fall 2018

Total Number of Students Affected During Project:

Fall 2018:

HPE 3100 – 76 students

LDRS 3400 – 67 students

CSE 1321 - 506 students

CSE 1321L - 542 students

1. Narrative

- A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:
- Summary of your transformation experience, including challenges and accomplishments
 - HPE 3100: While the transformation for HPE 3100 was labor intensive on the front end, once my class started, it really was very worthwhile. I spent most of the summer collecting the OERs and removing parts of my class that were affiliated with the textbook (assignments, etc.) and sending my course back through QM (Quality Matters) review here at KSU. Once fall classes started, my students were able to engage immediately and that was a plus. One challenge was trying to “recreate” certain resources I really wanted my students to have (i.e. sport psych self-assessments, quizzes, etc.) that I had to find online and try to come as close as possible to the resources I had been using through the textbook. As far as an accomplishment, I was blown away by the positive comments in the student evaluation. I did not dream their comments would be as positive as they were.
 - LDRS 3400: Several courses in our Leadership Studies curriculum include supplemental OER content, including videos and additional readings. However, we have consistently relied on a core textbook adoption for each course. This project supported me in re-imagining the design of our curriculum delivery without a core textbook. I anticipated finding additional OER content similar to what my colleagues and I have adopted in other courses. What I didn’t anticipate was finding the entire textbook we had adopted for the course being available as a free e-text through our University library. Sadly, it had never occurred to me to look for such an option, and I didn’t realize entire texts, including current editions would be available in this format. I worked with our library team to ensure we had a sufficient subscription, after learning some e-texts have limits on the number of users who can access the material simultaneously. Students were able to read the text via their browser from a variety of devices and could also download chapters as PDFs. Overwhelmingly, students appreciated the free text option. Most importantly, the few students who prefer a hard copy text still had the option to purchase the textbook.
 - CSE 1321 and CSE 1321L: This project was a complete redesign and re-development of the way that programming courses were taught in the past at KSU. Formerly, the courses were taught as a single 4-hour course, that included a 1 hour for lab. The redesign was to serve multiple purposes: to have a consistent course taught across all departments (CS, SWE, and SWE GD), to create a dedicated team of professors and teaching assistants to ensure consistent delivery, and to improve student success by focusing on

problem-solving and algorithmic design in lecture and writing code in lab. In the process, we split apart the lecture/lab to allow students to take or re-take only one component, as needed. When I started researching OER's, I wanted to find not only a textbook to support reading/writing learners, but also resources to help visual, auditory, and kinesthetic learners. I searched for visualizations of code flow, online lectures, and code samples to support each, respectively. A variety of OER's is offered in the lecture and all three labs. I believe that attempting to satisfy ALL learners' needs resulted in an improvement in overall success; survey feedback appears to support this.

- Transformative impacts on your instruction
 - HPE 3100: My instruction was transformed in that the critical information I want my students to have (and the course outcomes) were all still able to be achieved without a textbook. Granted, having a textbook makes it easier on me as an instructor (for example, when grading a discussion board, I can give feedback and refer students to page 34 to learn more about a topic on which they may not have gone into enough depth), however, I do not think the fact that a textbook makes my life easier outweighs the benefit to students of essentially receiving the same material, but at no cost. My instruction was much the same, because it was important to me that the OER course be "equivalent" (or even better than) my former textbook based course. The true transformation was probably in my own journey as a faculty member realizing that free and high quality resources really are out there if you know where to look.
 - LDRS 3400: The OER content, including the e-text, allowed me to leverage existing instructional materials used in our curriculum while adding a variety of additional required and optional supplemental materials. These additional OER materials strengthen my lessons by diversifying the voices and perspectives presented in the course. Leadership Studies has a complexity of multi- and interdisciplinary perspectives that enriches student learning; however, this depth of learning is weakened when single text are adopted. We know from research that learners benefit from seeing themselves in their professors; similarly, I find students are receptive to reading materials that include diverse perspectives.

- CSE 1321 and CSE 1321

My role in the redesign of the programming sequence at KSU was developer and support for the new faculty team assigned to the courses; I did not actually teach the courses in the fall, but maintained close contact with all of the faculty during the semester. As I mentioned earlier, the college hired a new faculty team to provide a fresh perspective for their new approach. In other words, the addition of the OER's is not the only radical change in the delivery of material.

I have taught programming courses for many years, and my approach for finding OER's was very similar to what I used to try to provide my students. I think that in a way, my not teaching the courses in the fall gave me a greater sense of responsibility to provide the students with what I would give them if I were teaching: quality lectures, visualizations, coding activities and reading materials via a textbook (this time for free). I feel as though I truly delivered in this area and the survey results support this.

- Transformative impacts on your students and their performance

- HPE 3100: Student performance was essentially the same as in previous courses when a textbook was used. However, what was different, were all of the positive comments made in the evaluation about not having to purchase a textbook.
- LDRS 3400: Overall performance in the course was fairly consistent. I did notice more frequent use of citations, which are required in weekly discussion, the term paper, and essays embedded in the final exam. This observation is relevant because I often notice students who appear to not have access to the textbook due to their lack of citations from the text and use of web-based references. The OER content provided access to all students regardless of their ability to purchase a text.
- CSE 1321: Introductory programming is a historically difficult course, with high failure rates; this is a statistic that is pervasive across institutions. The addition of OER's may be credited with an improvement of student performance. The number of final A/B grades increased, and a reduction of lower grades was realized. Student comments suggest that they did appreciate the variety of resources offered to them in these courses.

B. Describe lessons learned, including any things you would do differently next time.

- HPE 3100: Next time, I would probably start earlier and transition my course over an academic year, instead of a ½ spring semester and summer. I felt a little rushed, but in the end, it all worked out. In addition, I feel like I have a much better grasp on where to start looking for resources and how to efficiently determine if a resource is going to be a good fit or not.
- LDRS 3400: During the semester, it was brought to my attention that multiple OER resources were not working properly with screen reading software and were therefore not accessible. I worked with our fantastic team for Academic Web Accessibility to find solutions and correct the course for future semesters. I was very fortunate in having access to these institutional resources, and imagine it would have been difficult to find solutions without their help. Had I worked for a smaller, access institution, for example, it would be helpful to partner with a larger institution or a central resource within the USG system office to identify solutions.
- CSE 1321: In hindsight, because I was removed from the classroom, I wish that I would have arranged to visit each section of lab and lecture to inform the students of the OER's. In addition to creating "self-explanatory" modules that contained the materials, I also talked with the professors and impressed upon them the availability of them. I know that the students found and used them, but I wonder how many went in search of on Google when resources had already been vetted for them.

2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.
 - HPE 3100:
 - "Free resources alleviated the stress of having to buy textbooks and other materials for a class. In addition, i always had what materials i needed right there in order to complete the weekly assignment, rather than potentially losing track of my textbook/any other documents i needed."
 - "I loved that I didn't have to spend any money on a textbook I would only use once. The layout of the class was really simple and easy to follow. I feel that a textbook would have been unnecessary when all of the information was in PowerPoint (and) videos."
 - "I really enjoyed using the information in D2I because it is free. Also, I had the convenience of reviewing the information on my cell phone. I did not have carry a book around as well. These are just a few reason why I enjoyed not purchasing a book."

- LDRS 3400:
 - “I personally liked this because i did not have to come out of pocket and pay for a textbook. More importantly all the items we needed for the classes were available through google or through the KSU library. It was actually my first class not being required to have textbooks. It was a overall great experience and i now prefer that style over being required to have textbooks!”
 - “The online textbook was easy to navigate. Even easier than a real textbook, because you could search keywords that it would automatically navigate for you. It also saved me a lot of money. Tuition isn't cheap and in my opinion it would make sense that the school already provides every resource you need for a class.”
 - “Having the textbook readily available to me was extremely helpful. Admittedly, buying textbooks for my courses has always put a financial strain on me and my Mom, so I really appreciated the fact that every resource was free. I think it’s very considerate of students to have all free resources too!”
 - “I really liked that there was a variety of sources offered. It made the material much more interesting to learn from a video and discussion, and not always just reading from the text.”
- CSE 1321 and CSE 1321L
 - “Having to purchase a textbook is often a sticking point, and some more financially challenged students like myself end up not purchasing it even if it is required ostensibly, which makes the course harder. Not having one at all took that decision away, in a good fashion.”
 - “If it hadn't been free I probably wouldn't have purchased the book. I would have tried to do everything based off of in class lectures. Having OER is much cheaper and more useful.”
 - “Having free resources makes the learning process a lot easier. I never had to worry about finances, but rather just knowing where to access the information. Having the amount of supplemental material available was also really helpful, I never worried about not having enough to help.”

3. Quantitative and Qualitative Measures

3a. Uniform Measurements Questions

The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

HPE 3100:

Total number of students affected in this project: 76

- Positive: 97% % of 65 number of respondents
- Neutral: 0% % of 65 number of respondents
- Negative: 3% % of 65 number of respondents

LDRS 3400:

Total number of students affected in this project: 67 in two courses; only one course surveyed (N - 38)

- Positive: 97 % of 38 number of respondents
- Neutral: 3 % of 38 number of respondents
- Negative: 0 % of 38 number of respondents

CSE 1321 and CSE 1321L:

Total number of students affected in this project: 542*

- Positive: 64% % of 87 number of respondents
- Neutral: 0% % of 87 number of respondents
- Negative: 36% % of 87 number of respondents

*The typical student will take a section of the lecture and a section of the lab at the same time. However, a student may take the lecture without the lab (not typical) or the lab without the lecture. The latter scenario is more likely, as transfer students often come to the school with only a 3 hour credit for programming and they need the last lab hour required by KSU. The number above reflects the total number of unique students across both courses.

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Student outcomes should be described in detail in Section 3b.

HPE 3100 - Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

LDRS 3400 - Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

CSE 1321 - Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

HPE 3100 - Drop/Fail/Withdraw Rate:

Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.

21 % of students, out of a total 76 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- XX Negative: This is a higher percentage of students with D/F/W than previous semester(s). (Note: in spring 2018 prior to OER implementation, 15% of HPE 3100 students had a grade of D/F/W)

LDRS 3400 - Drop/Fail/Withdraw Rate:

Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.

4 % of students, out of a total 76 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- XX Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

CSE 1321/1321L - Drop/Fail/Withdraw Rate:

Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.

CSE 1321

33.9 % of students, out of a total 506 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

CSE 1321L

34.5 % of students, out of a total 542 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- XX Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Measures Narrative

In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.

[When submitting your final report, as noted above, you will also need to provide the separate file (or .zip with multiple files) of supporting data on the impact of your Textbook Transformation, such as surveys, analyzed data collected, etc.]

- *Include measures such as:*
 - *Drop, fail, withdraw (DFW) delta rates*
 - *Course retention and completion rates*
 - *Average GPA*
 - *Pre-and post-transformation DFW comparison*
 - *Student success in learning objectives*
 - *Surveys, interviews, and other qualitative measures*
- *Indicate any co-factors that might have influenced the outcomes.*

HPE 3100 Supporting Data (see attached zip file):

- HPE 3100 Course syllabus (including course outcomes)
- HPE 3100 Qualtrics survey to all students (Fall 2018)
- HPE 3100 Grade Data (Fall 2018 vs. Spring 2018)
- HPE 3100 Student Success in Learning Objectives

LDRS 3400 Supporting Data (see attached zip file):

- LDRS 3400 Course syllabus (including course outcomes)
- LDRS 3400 Qualtrics survey to all students (Fall 2018)
- LDRS 3400 Grade Data (Fall 2018 vs. Spring 2018)

CSE 1321 Supporting Data (see attached zip file):

- CSE 1321 and 1321L Course syllabus (including course outcomes)
- CSE 1321/1321L Qualtrics survey to all students (Fall 2018)
- CSE 1321 and CSSE 1321L Grade Data (Fall 2018 vs. Spring 2018*)

*In Spring 2018, the course was the lecture/lab combined in a single 4 hour course.

4. Sustainability Plan

- *Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*

HPE 3100 Sustainability Plan:

- HPE 3100 is a required course for both HPE majors, as well as Sport Management majors and will be offered at Kennesaw State University indefinitely. In addition, Psychology majors are allowed to take the course as an elective. Funding for Intellus Learning will not be renewed through KSU. Intellus Learning will, therefore, provide a print out where I can keep my entire course structure as well as the links to the content I have curated for HPE 3100. I will lose access to the LMS integration and analytics provided by Intellus Learning, but I will not lose any of my work or the resources obtained. I will still be able to reintegrate links within D2L even though the institution will not renew the license with Intellus Learning. I will continue to offer HPE 3100 as an OER course and will do so for the indefinite future (I have no plans to return to using a textbook for HPE 3100).

LDRS 3400 Sustainability Plan:

- Three sections of LDRS 3400 were offered during Fall 2018; however, only two sections relied solely on the OER content. This decision was made once the accessibility concerns were identified as it provided time to correct the issue and minimize any potential negative impact on students. Moving forward, the OER content will be adopted across all sections for the LDRS 3400 master course. My colleagues and I are also exploring OER content options for our other LDRS courses. Additionally, I have met with colleagues from our Distance Learning Center to develop the course, including the OER content, outside of D2L in order for faculty beyond KSU to adopt the course.

CSE 1321 Sustainability Plan:

- CSE 1321 and 1321L are required courses for all CCSE majors; in fact, students must be successful with a B or higher in both courses before they are allowed to declare a CCSE major. Due to all of the technical problems I experienced, I did not curate resources through Intellus, but by searching for Creative Commons Licensed material on the Web. Due to the high number of high-quality resources that are available online, I am going to recommend to the faculty team that the list of resources continues to be grown and that a brief abstract is provided (as I did in the courses) to provide the highest level of usefulness for all students. Based on the success of the OER's, I do not believe CCSE will revert to using paid materials again.

5. Future Plans

- *Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*
- *Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*

HPE 3100 Future Plans:

- I am now a firm believer that courses can use OERs as effectively as they do a textbook. I am sure that this approach may not work for all courses, but for HPE 3100, it has been a wonderful shift not only in my own thinking, but for the students who no longer have to purchase a textbook. In fact, moving forward, I am completely open to exploring the use of OERs for future courses that I may teach in HPE. I equate the evolution in my own thinking about OERs to a very similar evolution over a decade ago toward online classes. I was a “peripheral supporter” of online classes until 2008 when I had to convert my own course to online in order to meet the needs of a new online program in my department. The OER shift was much the same for me; I was fine with other faculty who wanted to use OERs, I just did not think it would work for me or my classes. However, having been through this process, I now know that it works and that my students can be just as informed and successful with OERs as they are with a textbook.
- I will consider submitting a paper, presentation, or publication related to the use of OERs in HPE 3100. In all honesty, I needed to get through this semester to get a full picture of how the course would work solely relying on OERs before I could consider submitting some kind of professional work related to this topic. Now that I have had a good experience with OERs, and learned a lot in the process, I do believe I will likely submit some kind of professional paper or presentation on this topic in 2019 or 2020.

LDRS 3400 Future Plans:

- Based on my experience with LDRS 3400, I am interested in eliminating the need to purchase texts in all of my courses and throughout our undergraduate certificate program. I am teaching a new graduate course in the spring and will use only OER materials and would like to help transition all of our graduate courses in Leadership and Ethics to OER content. Additionally, I am exploring publication options for a reflective practice essay on transitioning to OER content. Two journals in my field often publish these types of essays, and would therefore be an appropriate means of disseminating my lessons learned and a called to action among fellow leadership educators.

CSE 1321 Future Plans:

- I have always encouraged students to look beyond the classroom and lecture for ways in which to learn. I have had students share high-quality resources with me that I have subsequently shared with other students. I think the big change for me is realizing that this offering of OER's to students can be a formal process that is ultimately transforming. I think that the students appreciate the fact that someone has basically communicated to them, "I want you to succeed and I have searched for things to help support that success."
- I have not seriously thought about a paper or presentation, but I wouldn't rule it out, either.

6. Description of Photograph

- *On the Final Report Submission page, you will be submitting a photo. In this document, list the names of the people shown in this separately uploaded photograph, along with their roles.*

Our classes were online therefore pics of the students were not possible.

Our grant team consisted of:



Dr. Charity Bryan



Dr. Jennifer Purcell



Sandra Jones