

## Application Details

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### Manage Application: ALG Textbook Transformation Grants Round Five

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**Award Cycle:** Round 5

**Internal Submission Deadline:** Tuesday, December 15, 2015

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**Application Title:** 206

**Submitter First Name:** Eleanor

**Submitter Last Name:** Haynes

**Submitter Title:** Executive Director

**Submitter Email Address:** research@georgiasouthern.edu

**Submitter Phone Number:** 912-478-5465

**Submitter Campus Role:** Sponsored Programs Office

**Applicant First Name:** Bridget

**Applicant Last Name:** Melton

**Co-Applicant Name(s):** Nicholas Murray

**Applicant Email Address:** bmelton@georgiasouthern.edu

**Applicant Phone Number:** 912-478-1973

**Primary Appointment Title:** Associate Professor

**Institution Name(s):** Georgia Southern University

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**Team Members (Name, Title, Department, Institutions if different, and email address for each. Include the applicant in this list.):**

Bridget Melton, Associate Professor, School of Health & Kinesiology,  
bmelton@georgiasouthern.edu

Nicholas Murray, Assistant Professor, School of Health & Kinesiology,  
nmurray@georgiasouthern.edu

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

James McMillan, Interim Department Chair, School of Health & Kinesiology, Georgia Southern University

**Proposal Title:** 206

**Course Names, Course Numbers, and Semesters Offered:**

<b>Final Semester of Instruction (This is your final semester of the project):</b>	Fall 2016
<b>Average Number of Students per Course Section:</b>	60
<b>Number of Course Sections Affected by Implementation in Academic Year:</b>	6
<b>Total Number of Students Affected by Implementation in Academic Year:</b>	360
<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item):</b>	Hoffman, S.J., ed. Introduction to Kinesiology: Studying Physical Activity. (4th ed.). Champaign, IL: Human Kinetics, 2013; required \$107.00 American Psychological Association. (2009). Publication manual of the American Psychological Association. Washington, D.C.: American Psychological Association. \$39 McDougall, C. (2009). Born to Run. New York: Random House Inc. \$18
<b>Proposal Categories:</b>	No-Cost-to-Students Learning Materials
<b>Requested Amount of Funding:</b>	\$10,800 for a single course with multiple sections
<b>Original per Student Cost:</b>	\$166
<b>Post-Proposal Projected Student Cost:</b>	\$0
<b>Projected Per Student Savings:</b>	\$166(100%)
<b>Plan for Hosting Materials:</b>	D2L

**Project Goals:**

\*Promote student success within the School of Health and Kinesiology by navigating from a costly, although informative and helpful, textbook to open-source-education materials to lower the cost of education for Kinesiology students at Georgia Southern University.

\* Use engaging and sustainable materials from current known open-source-education sites hosted by American Kinesiology Association, National Academy of Kinesiology, and

Agricultural and Mechanical College of Texas to an online affordable setting.

- \* Provide quality and specific open-source-education videos, voice over lectures, and content specific literature examples from experts in the subdisciplines within the field of Kinesiology.

- \* Provide a flexible learning environment where content will be organized, readily available, and accessible by various instructors.

- \* Develop and provide expert opinion and fact based content about career pathways for Health and Kinesiology students.

- \* Develop Open Access Introduction to Exercise Science course content that will be available to other USG and non-USG colleges and universities.

### **Statement of Transformation:**

The transformation will begin during the Spring 2016 semester, followed by a pilot of the course during two sequential sections of Summer 2016, and then implementation Fall of 2016. The course will navigate away from the expensive textbooks to open-source-education (OSE) materials provided by the American Kinesiology Association (AKA), National Academy of Kinesiology (NAK), and Agricultural and Mechanical College of Texas (Texas A&M) Health and Kinesiology Distinguished Lecture Series. All of these sources are indexed and available via MERLOT II open course material. No current OSE textbook exists for this specific content, as such it is the aim of the authors to collate OSE materials from context expert lectures, recorded testimonials, factsheets, and specific literature examples of the known Exercise Science career pathways and navigate this material to an online space hosted by Desire 2 Learn (D2L). These materials will serve as the major content of the course and are all currently available (by subdiscipline) as OSE materials by the associated sources listed above. If subdiscipline material is unavailable or taken off-line, the authors will seek out, create and provide additional OSE materials to meet the missing content.

The **major** stakeholders that will be affected by this transformation are predominantly sophomore level students that have declared or are interested in Exercise Science at GSU. This includes approximately 360 students per year. Furthermore, the **minor** stakeholders will be faculty at GSU who will have the opportunity to adopt and teach this course in the future.

*The **major** student stakeholders will be impacted by the course transformation in the form of affordable and flexible access to materials of the course.* Furthermore, this transformation will provide an interactive online learning environment that can be accessed at the students' discretion. This will provide the students with the opportunity to access to this critical course material at any time during the semester. Furthermore, as it is the aim of this transformation to provide materials that span career pathways within Exercise Science from already available OSE materials hosted and maintained by discipline specific governing bodies. Furthermore, it is a goal of the transformation that the course content will be available to the students until graduation to aid in future career pathway decision making. This could aid and enhance on-time graduation rates. Lastly, by directly lowering the cost of education materials and delivery of course content, overall retention rates and success of the students could be enhanced.

*The **minor** faculty stakeholders will be impacted by the course transformation in the form of a fluid, easily managed and maintained, and completely controlled online environment. By*

providing an established online forum for instructors, they will have control over the content and how it is delivered. They can adapt the course with the newest information without having additional preparation time and deliver the material in a hybrid (partial in-class/partial online) or purely online format. This could enhance faculty success and student retention rates by limiting the total amount of preparation time required for faculty.

*The transformation will have a direct impact on the course by providing a **consistent and high quality shell** for multiple instructors to implement into their individual sections of the course.* This will alleviate the repetitive and time consuming preparation of a traditional textbook. Moreover, this shell will provide consistent basic course material that Exercise Science majors must accomplish. Kinesiology includes the following subdisciplines: History of Sport, Philosophy of Sport, Sociology of Sport, Motor Development, Biomechanics, Sport and Exercise Psychology, and Exercise Physiology. Although, Kinesiology faculty are familiar with all of the subdisciplines, they typically specialize within their own sub-discipline. As such, a consistent and high quality course shell will allow faculty to tailor the course based on their teaching and research strengths and also provide them with the support for less familiar areas.

*The School of Health and Kinesiology supports and serves the second most popular major on the campus of Georgia Southern University (GSU), with well over 800 student majors attend courses spanning a myriad of Exercise Science disciplines. The popularity of Exercise Science is not limited to Georgia Southern University; it is a popular major across the state and country.<sup>1</sup> Exercise Science falls under Health Sciences and is an appropriate undergraduate major for Allied Health Field. The majority of Exercise Science students have an expectation of graduating and attaining graduate degrees within Physical Therapy (PT), Occupational Therapy (OT), and Physician Assistant (PA). However, Doctorate of PT programs accept less than 40% of qualified applicants<sup>2</sup>, OT Masters Program accept less than 45% of qualified applicants<sup>3</sup>, and PA programs accept less than 12% of applicants nationwide<sup>4</sup> (PAEA annual report). These rates are alarming and could indicate that well over 60% of Exercise Science majors at GSU will need to pursue alternative career paths. Introduction to Exercise Science is a newly required course at Georgia Southern University for all declaring majors or interested student majors for acceptance into the Exercise Science program. Numerous other schools, including University of Georgia, Kennesaw State University, Georgia State University, and Armstrong State University also have a similar course, which introduces the importance of physical activity, the sub-disciplines of kinesiology and specific career pathways. This course is vital to promote the knowledge base of Exercise Science majors for future success in the discipline.*

*The transformation can extend to other colleges and universities within and outside of the USG. The creation and development of the course materials will be able to be easily transferred within the University of Georgia System (USG) Desire 2 Learn (D2L) course learning management system and it will also be able to be exported outside of that learning management system. Content will be developed locally in HTML pages and then uploaded to a web server hosted by Georgia Southern University and finally shared with the USG, via the Affordable Learning Georgia website.*

## **Transformation Action Plan:**

### Step 1: Identification and Collection, Game Plan

Team members will identify and collect materials from known open-source-education sites hosted primarily by AKA, NAK, and Texas A&M Health and Kinesiology Distinguished Lecture Series to an online affordable setting. All of these materials are indexed and available via MERLOT II. In addition, further identification will take place as needed to include other professional organizations and OSE materials as identified by the current course text, Introduction to Kinesiology 4th Edition. The Team will meet with the University supported centers, Center for Teaching and Excellence and the Center for Technology and Teaching, to storyboard the content development and delivery.

### Step 2: Review and Selection

After materials are identified and collected, team members will filter through and select the most appropriate content materials per the structured and agreed upon subdisciplines. Dr. Bridget Melton will lead the content review and selection process. She is the senior most faculty on the project with over 10 years of experience as a faculty member in Exercise Science field and education. In addition, Dr. Melton was one of the principle faculty involved in the original course creation. Dr. Nicholas Murray will be responsible for course creation and navigation to an online OSE setting. Furthermore, Dr. Murray's expertise in research within Exercise Science and sports medicine will provide a unique and alternative perspective throughout the review and selection process. Although, each team member will have designated topics to cover, they will collaborate on the make final decisions. The team will use modified guidelines set forth by the Affordable Learning Georgia (ALG) Selecting a Textbook to ensure continuity with ALG standards.<sup>5</sup>

### Step 3: Adaption, Creation, and Course Syllabus

The University provides instructional support through the Center for Teaching and Learning in which the team members will work with one of the instructional service coordinators to bring together the material in a cohesive manner. If additional course material is not available on OSE indexed sites, the material will be created by the primary authors in the form of voice over lectures, subdiscipline personal interviews, and testimonials. The syllabus will be navigated from its current form and redesigned to be clear and articulate of how the students can use online materials: how to access, technology needs and student interaction needed.

### Step 4: Sustainability

The team will also work in conjunction with the Center for Teaching and Technology (CT2) at GSU to design and maintain Online Source Education (OSE) materials that are seamless in design. GSU's School of Health and Kinesiology website will host the content materials. Instructors will be able to download the content and drop it into their Learning Management System such as Desire 2 Learn. Once fully identified and created, OSE materials will be maintained by the instructor on record, as they would with traditional book, for each section of the course taught. The NKA and AKA OSE materials are extremely stable as they are governing bodies and aid in accreditation for Exercise Science programs nationwide. Other outside sources such as Texas Tech A&M Health and Kinesiology Distinguished Lecture Series, YouTube, and others will be assessed and verified for continuation of these OSE materials each semester. If course materials are no longer OSE or become inaccessible the corrections or updates can be made directly to the HTML page that exist on the School Webpage, changes linked to those pages can happen without disruption to the existing

courses. New versions of the content material will be updated on a semester by semester basis by the instructor on record for the course.

Upon course redesign and validation, it is a goal of the authors to create a sustainable D2L shell that can be shared across the USG system. It is the hope of the authors that this course will eventually be collaboratively worked on by multiple experts in Exercise Science throughout the USG system. This could enable course content that has been adapted and verified by multiple experts.

**Quantitative & Qualitative Measures:** Quantitative Measures

**Formative Feedback:** A 5-point Likert scale survey will be designed to query students on the quality, visual appeal, appropriateness, engagement, and satisfaction of the new content materials. Timing: Midterm and final week of classes during both Summer and Fall 2016. Analysis: Descriptive analysis: Frequencies with associated Pearson Chi Square test

**Content Analytics:** Within the D2L system content analytics can be pulled to track the student viewing time on specific learning elements. Timing: End of the semester Summer and Fall 2016. Descriptive Analysis: Frequencies with associated Pearson Chi Square test

**Student Learning Outcomes:** Students achieving 80% or higher on the SLO will be considered successful. Timing: Random sample of Summer pilot classes. Descriptive analysis: Frequencies with associated Pearson Chi Square test

**Student Retention:** The D, F W rates will be tracked can compared to previous year (Fall 2015, Spring 2016 compared to Summer and Fall 2016. Timing: End of the Summer and Fall term 2016. Inferential analysis including an Independent t-test

**Student Rating of Instruction (SRI):** Student Ratings of Instruction from the standard university course review process will compared Dr. Melton Fall 2016 and Spring 2016 to her Summer and Fall 2016. Timing: End of the each semesters 2015-2016. Inferential analysis including ANOVA's.

**Qualitative Measures**

**Formative Feedback from the Students:** Open ended questions will be used at the end of the formative survey to assess the students' perspective of the content, delivery method and satisfaction. Timing: Midterm and final the week of classes during both Summer and Fall 2016. Qualitative Analysis: Thematic theme analysis.

**Formative Feedback:** Faculty will meet as a team to discuss and document the course content success and challenges. Adjustments will be made as needed. Timing: After semesters Summer and Fall

2016.

Student Rating of Instruction: SRI from the standard university course review process will compared Dr. Melton Fall 2016 and Spring 2016 to her Summer and Fall 2016.

Timing: End of the semesters 2015-2016.

Qualitative Analysis: Thematic theme analysis

### **Timeline:**

01/18/2016 Begin designing the desire 2 learn (D2L) course shell and content  
02/08/2016 Attendance to the Kick-Off Meeting  
03/31/2016 Complete initial assessment open-source-education materials  
04/20/2016 Organize and compile all open-source-education materials.  
05/1/2016 Meet with Instructional Design Expert for the D2L Development course  
05/16/2016 Summer Term A pilot of the hybrid format of the course taught by Dr. Melton  
05/25/2016 Complete Midterm Formative assessment of the hybrid course with open- source-education materials  
06/23/2016 Complete Final Week Formative/SRI assessment of the hybrid course with open-source-education materials. Pull Analytics from D2L. Team Meeting.  
06/20/2016 Summer Term B pilot of the purely online format of course with open-source-education materials taught by Dr. Nicholas Murray  
06/31/2016 Complete Midterm Formative assessment of the purely online course with open-source-education materials  
07/21/2016 Complete Final Week Formative/SRI assessment of the purely online course with open-source-education materials. Pull Analytics from D2L. Team Meeting.  
07/28/2016 Revise course via students quantitative and qualitative assessments and send First Status report of the project  
08/15/2016 Two sections of the transformed course go live for Fall 2016  
10/15/2016 Complete Midterm Formative assessment of the transformed course  
12/1/2016 Complete Final Week Formative/SRI assessment of the purely online course with open-source-education materials. Pull Analytics from D2L. Team Meeting. DFW report. SRI Comparison. DFW report. SRI Comparison.  
12/10/2016 Compile and complete final assessment of the transformed course for to Affordable Learning Georgia for review

### **Budget:**

Bridget Melton, Associate Professor of Exercise Science  
Co - Project Manager, faculty member, online developer, and content expert. The requested funds will provide for the co-development and evaluation of the project. \$5,000

Nicholas Murray, Assistant Professor of Research and Director of Concussion Research  
Co - Project Manager, faculty member, online developer, and content expert. The requested funds will provide for the co-development and evaluation of the project. \$5,000

Travel to Kick for 2 Team Members

\$800  
TOTAL REQUESTED

\$10,800

**Sustainability Plan:**

The Introduction of Exercise Science course will be offer each semester in the future, the number of course sections and class enrollment will be set by the School Chair, with the advisement from the teaching faculty and evaluation process set forth in this grant.

The course materials will be developed and made available on Health and Kinesiology School website. Others universities are free to use and edit the material as they see fit. Content materials pages will be updated by the primary instructors of the course, as part of their typical preparation and work load. They will update and post new versions of the course materials periodically.

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## REFERENCES & ATTACHMENTS

1. American Kinesiology Association. *Kinesiology Institution List and Report*. Updated October, 2015.
2. Physical Therapy Centralized Application Service. *2012-2013 Acceptance Rate Report*. Updated October, 2015.
3. OT Career Path. *Occupational Therapy Schools*. Updated October, 2015.
4. PAEA online. *25<sup>th</sup> Annual Report on Physician Assistant Education Programs in the United States*. 2008-2009.
5. Affordable Learning Georgia. *Textbook Selection Guidelines*. Updated October, 2015.



College of Health and Human Sciences  
Post Office Box 8073  
Georgia Southern University  
Statesboro, Georgia 30460-8073  
(912) 478-5322  
(912) 478-5349 (Fax)

School of Health and Kinesiology

Nov. 16, 2015

Bridget Melton, Ed.D, CSCS  
Associate Professor  
School of Health & Kinesiology  
P.O. Box 8076  
Statesboro, Georgia 30460

Dear Dr. Melton:

Your proposal to the Affordable Learning Georgia Text Book Transformation Grant is an exciting next step in the State's effort to reduce the cost of textbooks and enhance Open Educational Resources. The Introduction to Exercise Science is an ideal course to convert as the School will offer at least 5 sections for Fall/Spring (each with 60 students) and 2 sections Summer (each with 40 students). This relatively large number of students will potentially offer valuable feedback to the process.

I commend you on the team focused approach you have chosen. Your own expertise in exercise science and curriculum development plus the expertise of Dr. Murray in kinesiology and data analysis will allow selection of appropriate course content and analysis of data collected over the period. In addition, consultants from both the Center of Excellence in Teaching and Learning and the Center for Technology and Teaching will provide excellent support that will greatly increase the chance for success of this project.

As Chair of the School of Health and Kinesiology, I encourage and support faculty attempting innovative methods of teaching and research, especially in such current, relevant areas where textbook costs are increasing. As you know, the institution provides important support including library resources, information technology support, grant management, and other resources. Growth of teaching and research is among the highest priorities at the institution. Your work is especially important in the student-centered approach used at Georgia Southern University.

I am confident that your research will be supported by the institution and that it will make a difference in the lives of students and faculty. This letter serves as my commitment to provide the support needed to increase the potential of success of this project.

Sincerely,

A handwritten signature in cursive script that reads "James McMillan".

James, McMillan, Ed.D.  
Interim Chair



GEORGIA SOUTHERN UNIVERSITY RESEARCH AND SERVICE FOUNDATION  
GEORGIA SOUTHERN UNIVERSITY  
POST OFFICE BOX 8005  
STATESBORO, GEORGIA 30460-8005  
TELEPHONE (912) 478-5465

November 19, 2015

Ms. Lauren Fancher  
University System of Georgia  
270 Washington Street, S.W.  
Atlanta, GA 30334

RE: Proposal entitled "Affordable Learning Georgia Textbook Transformation Grants: Introduction to Exercise Science Course"

GSU PI: Bridget Melton

Dear Ms. Fancher:

The Georgia Southern University Research and Service Foundation, Inc., on behalf of Georgia Southern University and Dr. Bridget Melton, is pleased to submit the above referenced proposal to the University System of Georgia. The appropriate programmatic and administrative personnel have reviewed this application along with the plan for sustainability.

Please note that any awards resulting from this proposal should be made in the name of the **Georgia Southern University Research and Service Foundation, Inc.** The Georgia Southern University Research and Service Foundation is a nonprofit, 501(c)(3) organization that assists, supports, and furthers the research, service, and educational missions of Georgia Southern University and functions as a cooperative organization to the University.

Entity Identification Number (EIN): 58-2354256  
Contractor Identification Number (DUNS No.): 06-382-8383

The Introduction of Exercise Science course will be offer each semester in the future, the number of course sections and class enrollment will be set by the School Chair, with the advisement from the teaching faculty and evaluation process set forth in this grant.

The course materials will be developed and made available on Health and Kinesiology School website. Others universities are free to use and edit the material as they see fit. Content materials pages will be updated by the primary instructors of the course, as part of their typical preparation and work load. They will update and post new versions of the course materials periodically.

Please do not hesitate to contact Bridget Melton at (912) 478-1973 regarding technical matters or Kristi Reagin at (912) 478-5652 for administrative matters. We appreciate the opportunity to submit this proposal and look forward to hearing from you soon.

Sincerely,

A handwritten signature in cursive script that reads "Eleanor Haynes".

Eleanor Haynes

Interim Director, Office of Research Services and Sponsored Programs  
Executive Director, Georgia Southern University Research and Service Foundation, Inc.

## NARRATIVE

### 1.1 PROJECT GOALS

- *Promote* student success within the School of Health and Kinesiology by navigating from a costly, although informative and helpful, textbook to open-source-education materials to lower the cost of education for Kinesiology students at Georgia Southern University.
- *Use* engaging and sustainable materials from current known open-source-education sites hosted by American Kinesiology Association, National Academy of Kinesiology, and Agricultural and Mechanical College of Texas to an online affordable setting.
- *Provide* quality and specific open-source-education videos, voice over lectures, and content specific literature examples from experts in the subdisciplines within the field of Kinesiology.
- *Provide* a flexible learning environment where content will be organized, readily available, and accessible by various instructors.
- *Develop and provide* expert opinion and fact based content about career pathways for Health and Kinesiology students.
- *Develop* Open Access Introduction to Exercise Science course content that will be available to other USG and non-USG colleges and universities.

### 1.2 STATEMENT OF TRANSFORMATION

The transformation will begin during the Spring 2016 semester, followed by a pilot of the course during two sequential sections of Summer 2016, and then implementation Fall of 2016. The course will navigate away from the expensive textbooks to open-source-education (OSE) materials provided by the American Kinesiology Association (AKA), National Academy of Kinesiology (NAK), and Agricultural and Mechanical College of Texas (Texas A&M) Health and Kinesiology Distinguished Lecture Series. All of these sources are indexed and available via MERLOT II open course material. No current OSE textbook exists for this specific content, as such it is the aim of the authors to collate OSE materials from context expert lectures, recorded testimonials, factsheets, and specific literature examples of the known Exercise Science career pathways and navigate this material to an online space hosted by Desire 2 Learn (D2L). These materials will serve as the major content of the course and are all currently available (by subdiscipline) as OSE materials by the associated sources listed above. If subdiscipline material is unavailable or taken off-line, the authors will seek out, create and provide additional OSE materials to meet the missing content.

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*The transformation will have a direct impact on the course by providing **a consistent and high quality shell** for multiple instructors to implement into their individual sections of the course. This will alleviate the repetitive and time consuming preparation of a traditional textbook. Moreover, this shell will provide consistent basic course material that Exercise Science majors must accomplish. Kinesiology includes the following subdisciplines: History of Sport, Philosophy of Sport, Sociology of Sport, Motor Development, Biomechanics, Sport and Exercise Psychology, and Exercise Physiology. Although, Kinesiology faculty are familiar with all of the subdisciplines, they typically specialize within their own sub-discipline. As such, a consistent and high quality course shell will allow faculty to tailor the course based on their teaching and research strengths and also provide them with the support for less familiar areas.*

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### **1.3 TRANSFORMATION ACTION PLAN**

#### *Step 1: Identification and Collection, Game Plan*

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#### *Step 2: Review and Selection*

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#### *Step 3: Adaption, Creation, and Course Syllabus*

The University provides instructional support through the Center for Teaching and Learning in which the team members will work with one of the instructional service coordinators to bring together the material in a cohesive manner. If additional course material is not available on OSE indexed sites, the material will be created by the primary authors in the form of voice over lectures, subdiscipline personal interviews, and testimonials. The syllabus will be navigated from its current form and redesigned to be clear and articulate of how the students can use online materials: how to access, technology needs and student interaction needed.

#### *Step 4: Sustainability*

The team will also work in conjunction with the Center for Teaching and Technology (CT2) at GSU to design and maintain Online Source Education (OSE) materials that are seamless in design. GSU's School of Health and Kinesiology website will host the content materials. Instructors will be able to download the content and drop it into their Learning Management System such as Desire 2 Learn. Once fully identified and created, OSE materials will be maintained by the instructor on record, as they would with traditional book, for each section of the course taught. The NKA and AKA OSE materials are extremely stable as they are governing bodies and aid in accreditation for Exercise Science programs nationwide. Other outside sources such as Texas Tech A&M Health and Kinesiology Distinguished Lecture Series, YouTube, and others will be assessed and verified for continuation of these OSE materials each semester. If course materials are no longer OSE or become inaccessible the corrections or updates can be made directly to the HTML page that exist on the School Webpage, changes linked to those pages can happen without disruption to the existing courses. New versions of the content material will be updated on a semester by semester basis by the instructor on record for the course.

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#### *Team Members and Responsibilities:*

*Dr. Bridget Melton* - identification, review, selection and adaption of content areas.

Content Area Expertise: Importance of Physical Activity, History of Sport, Sociology of Sport, Sport and Exercise Psychology, Exercise Physiology and Professionalism

*Dr. Nicolas Murray* - identification, review, selection and adaption of content areas. Navigation to online setting.

Content Areas Expertise: Introduction to the Organization of Kinesiology, Philosophy of Sport, Motor Development, Biomechanics, and Basic Research in Kinesiology

*Instructional Service Coordinator* – assist team members with advising the team member on how to make the content cohesive, including suggestions with assessments and communications in the online environment.

*Instructional Designer* – suggest to the team members the most appropriate technology to utilize for the content material. They will also assist in the HTML formatting and web serve domain.

*Open Access of New Materials* -Through the ALG, the Introduction to Exercise Science online materials will be highlighted for other schools. Materials will be able to be access by request, content will exist on a Georgia Southern University webserver in HTML pages

## 1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative Measures	Description	Date/Timing	Analysis
<b>Formative Feedback</b>	A 5-point Likert scale survey will be designed to query students on the quality, visual appeal, appropriateness, engagement, and satisfaction of the new content materials.	Midterm and final week of classes during both Summer and Fall 2016	Descriptive analysis: Frequencies with associated Pearson Chi Square test
<b>Content Analytics</b>	Within the D2L system content analytics can be pulled to track the student viewing time on specific learning elements.	End of the semester Summer and Fall 2016.	Descriptive Analysis: Frequencies with associated Pearson Chi Square test
<b>Student Learning Outcomes</b>	Students achieving 80% or higher on the SLO will be considered successful	Random sample of Summer pilot classes	Descriptive analysis: frequencies with associated Pearson Chi Square test
<b>Student Retention</b>	The D, F W rates will be tracked can compared to previous year (Fall 2015, Spring 2016 compared to Summer and Fall 2016.	End of the Summer and Fall term 2016	Inferential analysis including an Independent t-test
<b>Student Rating of Instruction (SRI)</b>	Student Ratings of Instruction from the standard university course review process will compared Dr. Melton Fall 2016 and Spring 2016 to her Summer and Fall 2016	End of the each semesters 2015-2016.	Inferential analysis including ANOVA's

Qualitative Measures	Description	Date/Timing	Analysis
<b>Formative Feedback from the Students.</b>	Open ended questions will be used at the end of the formative survey to assess the students' perspective of the	Midterm and final the week of classes during both	Qualitative Analysis: Thematic

	content, delivery method and satisfaction.	Summer and Fall 2016	theme analysis
<b>Formative Feedback:</b>	Faculty will meet as a team to discuss and document the course content success and challenges. Adjustments will be made as needed.	After semesters Summer and Fall 2016	
<b>Student Rating of Instruction</b>	SRI from the standard university course review process will compared Dr. Melton Fall 2016 and Spring 2016 to her Summer and Fall 2016.	End of the semesters 2015-2016.	Qualitative Analysis: Thematic theme analysis

## 1.5 TIMELINE

Date	Milestone
01/18/2016	Begin designing the desire 2 learn (D2L) course shell and content
02/08/2016	Attendance to the Kick-Off Meeting
03/31/2016	Complete initial assessment open-source-education materials
04/20/2016	Organize and compile all open-source-education materials.
05/1/2016	Meet with Instructional Design Expert for the D2L Development course
05/16/2016	Summer Term A pilot of the hybrid format of the course taught by Dr. Bridget Melton
05/25/2016	Complete Midterm Formative assessment of the hybrid course with open-source-education materials
06/23/2016	Complete Final Week Formative/SRI assessment of the hybrid course with open-source-education materials. Pull Analytics from D2L. Team Meeting.
06/20/2016	Summer Term B pilot of the purely online format of course with open-source-education materials taught by Dr. Nicholas Murray
06/31/2016	Complete Midterm Formative assessment of the purely online course with open-source-education materials
07/21/2016	Complete Final Week Formative/SRI assessment of the purely online course with open-source-education materials. Pull Analytics from D2L. Team Meeting.
07/28/2016	Revise course via students quantitative and qualitative assessments and send First Status report of the project
08/15/2016	Two sections of the transformed course go live for Fall 2016

10/15/2016	Complete Midterm Formative assessment of the transformed course
12/1/2016	Complete Final Week Formative/SRI assessment of the purely online course with open-source-education materials. Pull Analytics from D2L. Team Meeting. DFW report. SRI Comparison. DFW report. SRI Comparison.
12/10/2016	Compile and complete final assessment of the transformed course for to Affordable Learning Georgia for review

## 1.6 BUDGET

Personal	Role/Responsibilities	Cost
Bridget Melton, Associate Professor of Exercise Science	Co - Project Manager, faculty member, online developer, and content expert. The requested funds will provide an overload stipend for Dr. Melton for the co-development and evaluation of the project.	\$5,000
Nicholas Murray, Assistant Professor of Research and Director of Concussion Research	Co - Project Manager, faculty member, online developer, and content expert. The requested stipend will provide summer incentive money for Dr. Murray	\$5,000
	Travel to Kick for 2 Team Members	\$800
<b>TOTAL REQUESTED</b>		<b>\$10,800</b>

## 1.7 SUSTAINABILITY PLAN

The Introduction of Exercise Science course will be offer each semester in the future, the number of course sections and class enrollment will be set by the School Chair, with the advisement from the teaching faculty and evaluation process set forth in this grant.

The course materials will be developed and made available on Health and Kinesiology School website. Others universities are free to use and edit the material as they see fit. Content materials pages will be updated by the primary instructors of the course, as part of their typical preparation and work load. They will update and post new versions of the course materials periodically.