

Application Details

Manage Application: ALG Textbook Transformation Grants

Award Cycle: Round 9

Internal Submission Deadline: Sunday, April 30, 2017

Application Title: 329

Application ID: #001759

Submitter First Name: Tori

Submitter Last Name: Kearns, Ph.D.

Submitter Title: Professor of Psychology

Submitter Email Address: tkearns@ega.edu

Submitter Phone Number: 912.623.2448

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Tori

Applicant Last Name: Kearns

Co-Applicant Name: Deborah Lee, M.S., Assistant Professor of Psychology

Applicant Email Address: tkearns@ega.edu

Applicant Phone Number: 912.623.2448

Primary Appointment Title: Professor of Psychology

Institution Name(s): East Georgia State College

Submission Date: Monday, May 1, 2017

Proposal Title: 329

Final Semester of Instruction: Spring 2018

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

Tori Kearns, Ph.D., Professor of Psychology-Social Sciences, tkearns@ega.edu

Deborah Lee, M.S., Assistant Professor of Psychology-Social Sciences, dlee@ega.edu

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

Lee Cheek, Ph.D., Dean of Social Sciences, EGSC

Course Names, Course Numbers and Semesters Offered:

Psychological Adjustment, PSYC 2101, Fall 2017, Spring 2018

Average Number of Students per Course Section: 35

Number of Course Sections Affected by Implementation in Academic Year: 4

Total Number of Students Affected by Implementation in Academic Year: 175

List the original course materials for students (including title, whether optional or required, & cost for each item): Corey, G., & Corey, M.S. (2014). I Never Knew I Had a Choice: Explorations in Personal Growth (10th ed.). Belmont, CA: Brooks/Cole, Cengage Learning (Required) ISBN: 978-1-285-06768-1 Per Student Cost \$ 213.00 New \$159.75 Used

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

Requested Amount of Funding: \$10,800

Original per Student Cost: \$ 213.00 New \$159.75 Used

Post-Proposal Projected Student Cost: No cost, with the exception of any expense incurred by printing

Projected Per Student Savings: \$213.00 New

Projected Total Annual Student Savings: $140 \times 213.00 = \$ 29,820$

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

Lumen Learning or Merlot II & D2L (local)

Project Goals:

- * Transform the Psychological Adjustment 2101 course by providing a no-cost textbook option so that students have the available resources to succeed in a commonly required course for psychology majors across the USG.
- * Provide a scholarly compendium of carefully selected resources in psychological adjustment, humanistic, and positive psychology that adheres to American Psychological Association

(APA) standards for undergraduate majors.

- * Create a magazine-inspired resource to be systematically organized into modules. They will include an original introduction and questions for selected resources from various adaptable OER articles and links to creative commons media (e.g. Merlot II, Boundless.com, www.ted.com). Further, it will serve as an alternative to the traditional textbook using Canva (or Microsoft Office Word) and will be hosted by Lumen Learning or Merlot II to allow for global access.
- * Allow instructors the freedom to create and modify content to keep consistent with rapidly changing information and real-world events as they pertain to the self and adjustment.
- * Reduce the constrictions of the standard text with its more limited revision cycle and list of related sources and media.
- * Evaluate the impact of providing a free resource on student success.
- * Evaluate the student preference for the traditional textbook alternative.

Statement of Transformation:

- * The redesign will entail stepping outside of the confines of the traditional textbook to expand and diversify the delivery of materials using some of the latest Web 2.0 technologies and Microsoft Word and PowerPoint for summaries. As a course, which has at its foundation the application of psychology concepts to real-world experiences, the researchers will pull from the wealth of journal, video, and web content available to create a magazine-inspired resource organized to be both visually stimulating and student-reader friendly. Each module will contain minimal pages fraught with linked images in an effort to enhance student-text interaction. The modules will be headed with the content-specific learning objectives as set forth by the APA. The authors will include an introduction to examine the areas of focus and guide critical thinking on the subject matter as well as included resources. The researchers will basically gather relevant creative commons licensed materials and compile them into one accessible resource. Students will be one click away from a relevant journal article or TED Talk, just to name a few. To ensure clarity and ease with replicating the course, the researchers will include 1) module introductions, 2) summaries, 3) a glossary of key terms, 4) brief reviews, and 5) suggested classroom activities to facilitate discussion.
- * Identify stakeholders affected by the transformation. – Most directly, the students of EGSC would benefit from such a significant savings, as most are first-generation college students. The students would also benefit from the opportunity presented by providing students with a resource that they may actually read. Based on the survey results from a Round I grant project conducted by the researchers, many students reported that they DO NOT read their textbooks. While OERs in traditional textbook format are an exceptional gift provided to the students, the authors propose that a more student-friendly resource that provides high quality content in a succinct, eye-catching, and interactive package will better facilitate learning. Lastly, there is a university-wide need for better course options in PSYC 2101: Psychological Adjustment. For example, one of the largest producers of higher education content, Cengage-Learning, only offers two textbooks on this subject. The no-cost, OER option will be invaluable to students who are struggling to pay for growing college expenses. As instructors, we will benefit by

improving our ability to provide current, relatable, yet more scholarly-based materials that will increase student focus and engagement.

* Describe the impact of this transformation on stakeholders and course success. Quite simply, we increase instructor academic freedom by providing an organized body of material which can be readily adopted, modified, and expanded. Students will benefit from learning content that is well-established in psychology yet easily transferrable to personal growth. Besides the no-cost option for them, students will be able to easily save content in a private D2L file, or download to their computer or any mobile device which may prove particularly useful to those who will continue in psychology. Further, students will have a course that makes better use of technology in the form of multi-media, Web 2.0 tools, and varied internet content. This technological know-how is becoming paramount to success in a global economy. As a document that will be compliant with Section 508 regulations, content will be accessible to individuals with disabilities who require assistive technology.

* Describe the transformative impact on the course, program, department, institutions, access institution, and/or multiple courses. Psychological Adjustment can be a challenging course at the undergraduate level. Much of the content, which calls for self-reflection, behavior modification, and considerations about career, love, and solitude seem better-suited to more experienced students or even graduate-level students. This is why it is important to redesign the learning modules to synthesize humanistic and personality psychology theories and concepts in a way that the beginning psychology student can better understand and apply. A healthier grounding in psychological theory will help students to understand the empirical basis for types of coping methods and interventions. Further, this course redesign will help to strengthen and solidify a core psychology knowledge for students who may need more review of material over semesters.

Transformation Action Plan:

The study investigators will work closely and collaboratively to execute the following steps in preparation for partial implementation of the redesigned course in fall 2017 and complete implementation of the redesigned course in spring 2018:

- * Select and determine the modules for the OER in Psychological Adjustment based on established course objectives and APA standards.
 - * Using the timeline, review and compile original research, literature resources, as well as existing OER (e.g. NOBA, OpenStax) that support established objectives.
 - * Finalize selection and organization of OER materials within each module.
 - * Develop module summaries based on objectives and outline of OER materials.
 - * Update course instructional materials (i.e. PowerPoint slides, syllabus, test questions, and reviews) to correspond with the redesign of course objectives and content.
 - * Research copyright laws for OER materials (ALG Webinar: "Copyright and Open Licensing for Affordable and OER Courses")
- * Professor Lee: Prior to fall 2017, coordinate with the EGSC Database Administrator to establish the site as a master course that can be imported into individual courses.

- * Professor Kearns: Evaluate to ensure that all components of the resource are ADA and Section 508 compliant.
- * Professor Lee: Ensure that all materials included in the resource are released under a creative commons license.
- * Professor Kearns: Ensure open access by submitting all materials to be hosted by Lumen Learning or Merlot II (tbd)
- * Professors Lee and Kearns: Ensure local access through the hosting of the materials on D2L (Desire2Learn).

Quantitative & 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.

To help determine impact on student success, quantitative measures will include standard evaluations of student mastery of material. More specifically, 1) Pre- and Post-tests of key theorists and concepts will be administered at the start and end of the course; 2) Average grades on a midterm exam and final exam will be recorded and compared within and across course sections; and, 3) Comparisons of current semester success rates to previous semesters will be made; 4.) Assess Drop/Fail/Withdraw rates. For our purposes, success is operationally defined as final grades of 70% or greater among those who complete the course to the end.

Qualitative measures will include a post-course survey with item-level description of student responses to open-ended questions regarding their perceptions of the new OER resource, the format of the course redesign, and usefulness of resources in meeting course learning objectives and developing a greater appreciation for humanistic psychology. Additionally, to provide ongoing feedback throughout the course, an anonymous discussion board will be created in D2L. Student feedback from this anonymous medium will be included in a summary of outcomes.

Timeline:

Summer 2017-Spring 2018

06/2017-09/2017: Professors Kearns and Lee will begin collaborating on the new design for PSYC 2101. The decision will be made regarding which subject areas will be covered and by whom. The decisions will be made about the layout of the resource as well as which program will be utilized in the creation of the new OER. Preliminary discussions included ideas such as using Canva or Word. Both team members will also discuss a resource-specific theme for the PowerPoints.

06/01/2017: Professors Kearns and Lee will meet to determine which program (Word, Canva, etc.) will best serve to create a user-friendly document conducive to the editing process and ADA/Section 508 compliance. The decision will be made regarding which module will be assigned to whom. There will be fourteen modules, so each professor will create six and the last module will be co-created.

06/05/2017: Dr. Kearns and Ms. Lee will meet to discuss the first two modules. At this meeting, titles and content will be scrutinized for both scholarship and population-specific applicability.

The prospective course modules will be as follows:

Module 1: Concepts of adjustment and growth mindset

Module 2: Theories of Humanistic and personality psychology

Module 3: The Self

Module 4: Effects of Stress

Module 5: Coping

Module 6: Body Wellness

Module 7: Interpersonal communication, friendships, and family.

Module 8: Romantic relationships and Love.

Module 9: Sexuality.

Module 10: Gender and Behavior.

Module 10: Working and Choosing a Career.

Module 11: Dealing with Loss and Death.

Module 12: Psychological Disorders.

Module 13: Positive and Health Psychology.

* Throughout summer 2017, copyright issues will be scrutinized. The researchers only plan to include materials that are released under the creative commons license, so copyright research should be minimal. Kearns and Lee will collaborate throughout the summer to create the thirteen modules as mentioned above. The team will meet regularly to discuss which topics should be included in each module. Both team members will pull from their collections of creative commons licensed materials when creating the modules, in preparation for a partial fall '17 roll out. During the fall, the original course resource will be used to supplement learning as the new PSYC 2101 OER continues to be refined and finalized for solo use in spring 2018.

* Throughout fall 2017, the team will continue to edit and modify as necessary. All syllabi will be synced with the new resource. During fall '17, the modules will be uploaded to D2L. The team will seek IRB approval, in order to collect data on student preference for the new resource. Midterm grades, final grades, and DFW rates will be evaluated at the end of the fall 2017 and

spring 2018 semesters. At the end of fall '17, the finalized resource will be made available globally through the hosting platform of Lumen Learning or Merlot II (tbd).

Budget:

Single Course Award:

\$5000: Course release time for course redesign, resource creation, and implementation for Tori Kearns, Ph.D.

\$5000: Course release time for course redesign and resource creation for Deborah Lee, M.S.

\$400: Kickoff Meeting for Tori Kearns, Ph.D.

\$400: Kickoff Meeting for Deborah Lee, M.S.

Total: \$10,800

Sustainability Plan:

By the end of the fall 2017 semester, the newly created psychological adjustment resource will be available to all students who enroll in the course. At the end of the fall 2017 and spring 2018 semesters, data will be analyzed to determine effectiveness of the new OER compared to using the original resource. The research team will evaluate student success rates, retention rates, SLOs and student understanding of research-based psychological adjustment tools. The textbook alternative will be made available to the USG through the ALG's repository, hosted by Galileo. It will also be available more broadly using a global platform such as Lumen Learning or Merlot II. The research team will diligently continue exploring current, research-based resources to create an evolving textbook alternative that will continually address the key issues that often impact students. Remaining current is the essence of sustainability when attempting to teach college students how to psychologically adjust to their world. The research team will continue to attend professional webinars and conferences, as well as maintain a course sandbox in D2L.



H. Lee Cheek, Jr., Ph.D.
Dean, School of Social Sciences

9 December 2016

Affordable Learning Georgia
Textbook Transformation Grant Committee
University System of Georgia

Dear Committee:

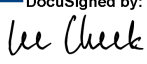
As one who is very familiar with your mission and program, it is my pleasure to enthusiastically and unequivocally recommend Dr. Kearns's and Professor Lee's proposed grant. In my capacity as Dean of Social Sciences at East Georgia College, I have been impressed by both professors' overall commitment to our academic program.

Dr. Kearns and Professor Lee are known to be diligent professors and affable and energetic colleagues. Both have positioned themselves as professors to aggressively and effectively promote our psychology program, as well as aiding in the promotion of continued advancement and growth. As imaginative instructors, the awarding of this grant will allow both professors to pursue the preparation of a more economical, yet engaging and viable introductory course text in psychology. It is also significant to point out that our learning environment lends itself to such innovation more than what one might discern at other University System of Georgia institutions.

I believe Dr. Kearns and Professor Lee can immediately assume the duties associated with the grant, if their proposal is approved. Both professors are very knowledgeable of the ongoing and myriad challenges related to textbook acquisition and usage in the current academic environment, and unlike some of their colleagues, they have already begun to pursue innovations much in accord with Affordable Learning Georgia enterprise.

The funding of the Kearns/Lee proposal will also guarantee a principled approach to this pressing issue, guided by prudent deliberation. If I can provide you with additional information, please do not hesitate to contact me at (478) 289-2048. Warm regards.

Sincerely,

DocuSigned by:

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H. Lee Cheek, Jr., Ph.D.
Dean, Social Sciences

Affordable Learning Georgia Textbook Transformation Grants

Rounds ~~Six, Seven, and Eight~~ Nine

For Implementations beginning ~~Fall Semester 2016~~Summer 2017

Running Through ~~Fall Semester 2017~~Spring Semester 2018

Proposal Form and Narrative

Submitter Name	Tori Kearns, Ph.D.
Submitter Title	Associate Professor of Psychology
Submitter Email	tkearns@ega.edu
Submitter Phone Number	912.623.2448
Submitter Campus Role	Proposal Investigator (Primary)
Applicant Name	Deborah Lee, M.S.
Applicant Email	dlee@ega.edu
Applicant Phone Number	912.623.2447
Primary Appointment Title	Assistant Professor of Psychology
Institution Name(s)	East Georgia State College (EGSC)

Team Members	Tori Kearns, Ph.D., ¹ Professor of Psychology-Social Sciences; tkearns@ega.edu Deborah Lee, M.S., Assistant Professor of Psychology-Social Sciences; dlee@ega.edu				
Sponsor, Title, Department, Institution	Lee Cheek, Ph.D., Dean of Social Sciences, EGSC				
Proposal Title	Transforming Psychological Adjustment (PSYC 2101) through the implementation of free, OERs.				
Course Names, Course Numbers and Semesters Offered	PSYC 2101, Psychological Adjustment, Fall 2017, Spring 2018				
Final Semester of Instruction	Spring 2018				
Average Number of Students Per Course Section	35	Number of Course Modules Affected by Implementation in Academic Year	4	Total Number of Students Affected by Implementation in Academic Year	175
Award Category (pick one)	<input checked="" type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Interactive Course-Authoring Tools and Software <input type="checkbox"/> Specific Top 100 Undergraduate Courses				
List the original course materials for students (including title, whether optional or	Corey, G., & Corey, M.S. (2014). I Never Knew I Had a Choice: Explorations in Personal Growth (10th ed.). Belmont, CA: Brooks/Cole, Cengage Learning ISBN: 978-1-285-06768-1				

required, & cost for each item)	
Requested Amount of Funding	\$10,800
Original Per Student Cost	\$ 213.00 New \$159.75 Used
Post-Proposal Projected Per Student Cost	No cost, with the exception of any expense incurred by printing
Projected Per Student Savings	\$213.00 New
Projected Total Annual Student Savings	140*213.00=\$ 29,820
Creation and Hosting Platforms Used	<i>Lumen Learning or Merlot II & D2L (local)</i>

NARRATIVE

1.1 PROJECT GOALS

- Transform the *Psychological Adjustment 2101* course by providing a no-cost textbook option so that students have the available resources to succeed in a commonly required course for psychology majors across the USG.
- Provide a scholarly compendium of carefully selected resources in psychological adjustment, humanistic, and positive psychology that adheres to American Psychological Association (APA) standards for undergraduate majors.
- Create a magazine-inspired resource to be systematically organized into modules. They will include an original introduction and questions for selected resources from various adaptable OER articles and links to creative commons media (e.g. Merlot II, Boundless.com, www.ted.com). Further, it will serve as an alternative to the traditional textbook using *Canva* (or Microsoft Office Word) and will be hosted by *Lumen Learning*.or *Merlot II* to allow for global access.
- Allow instructors the freedom to create and modify content to keep consistent with rapidly changing information and real-world events as they pertain to the self and adjustment.
- Reduce the constrictions of the standard text with its more limited revision cycle and list of related sources and media.
- Evaluate the impact of providing [a free resources](#) on student success.
- Evaluate the student preference for the traditional textbook alternative.

1.2 STATEMENT OF TRANSFORMATION

- ***Describe the transformation*** – The redesign will entail stepping outside of the confines of the traditional textbook to expand and diversify the delivery of materials using some of the latest Web 2.0 technologies and Microsoft Word and PowerPoint for summaries. As a course, which has at its foundation the application of psychology concepts to real-world experiences, the researchers will pull from the wealth of journal, video, and web content available to create a magazine-inspired resource organized to be both visually stimulating and student-reader friendly. Each module will contain minimal pages fraught with linked images in an effort to enhance student-text **interaction**. ~~Information will be carefully organized into learning modules with specific objectives. The modules will be headed with the content-specific learning objectives as set forth by the APA.~~ **The authors will include an introduction to examine the areas of focus and guide critical thinking on the subject matter as well as included resources.** ~~The researchers will basically gather relevant creative commons licensed materials and~~ **compile them into one accessible resource.** ~~Students will be one click away from a relevant journal article or TED Talk, just to name a few.~~ **To ensure clarity and ease with replicating the course, the researchers will include 1) module introductions, 2) summaries, 3) a glossary of key terms, 4) brief reviews, and 5) suggested classroom activities to facilitate discussion.**
- ***Identify stakeholders affected by the transformation.*** – ~~Most directly, the students of EGSC would benefit from such a significant savings, as most are first-generation college students. The students would also benefit from the opportunity presented by providing students with a resource that they may actually read. Based on the survey results from a Round I grant project conducted by the researchers, many students reported that they DO NOT read their textbooks. While OERs in traditional textbook format are an exceptional gift provided to the students, the futility of their unwrapping becomes evident across assessments the authors propose that a more student-friendly resource that provides high quality content in a succinct, eye-catching, and interactive package will better facilitate learning. -It is imperative that the educational community attempt to create student friendly resources that may actually be perused. -We it is also believed that t~~ **Lastly, there is a university-wide need for better course options in PSYC 2101: Psychological Adjustment. For example, one of the largest producers of higher education content, Cengage-Learning, only offers two textbooks on this subject. The no-cost, OER option will be invaluable to students who are struggling to pay for growing college expenses. As instructors, we will benefit by improving our ability to provide current, relatable, yet more scholarly-based materials that will increase student focus and engagement.**

- **Describe the impact of this transformation on stakeholders and course success.** Quite simply, we increase instructor academic freedom by providing an organized body of material which can be readily adopted, modified, and expanded. Students will benefit from learning content that is well-established in psychology yet easily transferrable to personal growth. Besides the no-cost option for them, students will be able to easily save content in a private D2L file, or download to their computer or any mobile device -which may prove particularly useful to those who will continue in psychology. Further, students will have a course that makes better use of technology in the form of multi-media, Web 2.0 tools, and varied internet content. This technological know-how is becoming paramount to success in a global economy. As a document that will be compliant with Section 508 regulations, content will be accessible to individuals with disabilities who require assistive technology.
- **Describe the transformative impact on the course, program, department, institutions, access institution, and/or multiple courses.** Psychological Adjustment can be a challenging course ~~for an access-~~ institution at the undergraduate level. Much of the content, which calls for self-reflection, behavior modification, and considerations about career, love, and solitude seem better-suited to more ~~advanced-~~ experienced students or even graduate-level students. This is why it is important to redesign the learning modules to synthesize humanistic and personality psychology theories and concepts in a way that the beginning psychology student can better understand and apply. A healthier grounding in psychological theory will help ~~our~~ students to understand the empirical basis for types of coping methods and interventions. Further, this course redesign will help to strengthen and solidify a core psychology knowledge for ~~our~~ students who may need more review of material over semesters.

1.3 TRANSFORMATION ACTION PLAN

The study investigators will work closely and collaboratively to execute the following steps in preparation for partial implementation of the redesigned course in fall 2017 and complete implementation of the redesigned course in spring 2018:

~~The study investigators will work closely and collaboratively to execute the following steps in preparation for the implementation of the redesigned course in fall 2017/Fall 2017:~~

- **Select and determine the modules for the OER in Psychological Adjustment based on established course objectives and APA standards.**
- ~~Identify, create, and upload module learning objectives onto a pilot D2L-Brightspace course site during summer 2017.~~
- **Using the timeline, review and compile original research, literature resources, as well as existing OER (e.g. NOBA, OpenStax) that support established objectives.**
- **Finalize selection and organization of OER materials within each module.**
- **Develop module summaries based on objectives and outline of OER materials.**
- ~~Adapt-Update course instructional materials (i.e. PowerPoint slides, syllabus, test questions, and reviews) to correspond with the redesign of course objectives and content.~~
- Research copyright laws for OER materials (ALG Webinar: “Copyright and Open Licensing for Affordable and OER Courses”)

- Professor Lee: Prior to fall 2017, coordinate with the EGSC Database Administrator to establish the site as a master course that can be imported into individual courses.
- Professor Kearns: Evaluate to ensure that all components of the resource are ADA and Section 508 compliant.
- Professor Lee: determineEnsure that all materials included in the resource are released under a creative commons license.
- Professor Kearns: Ensure open access by submitting all materials to be hosted by Lumen Learning or Merlot II (tbd)
- Professors Lee and Kearns: Ensure local access through the hosting of the materials on D2L (Desire2Learn).

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.*

To help determine impact on student success, quantitative measures will include standard evaluations of student mastery of material. More specifically, 1) Pre- and Post-tests of key theorists and concepts will be administered at the start and end of the course; 2) Average grades on a midterm exam and final exam will be recorded and compared within and across course sections; and, 3) Comparisons of current semester success rates to previous semesters will be made. 4.) [Assess Drop/Fail/Withdraw rates.](#) For our purposes, success is operationally defined as final grades of 70% or greater among those who complete the course to the end.

Qualitative measures will include a post-course survey with item-level

description of student responses to open-ended questions regarding their perceptions of the new OER resources, the format of the course redesign, and usefulness of resources in meeting course learning objectives and developing a greater appreciation for humanistic psychology. Additionally, to provide ongoing feedback throughout the course, an anonymous discussion board will be created in D2L. Student feedback from this anonymous medium will be included in a summary of outcomes.

1.5 TIMELINE

Summer 2017-Fall-Spring 20187

06/2017-09/2017: ~~Dr. Professors Kearns and Ms. Lee~~ will begin collaborating on the new design for PSYC 2101. The decision will be made regarding which subject areas will be covered and by whom. The decisions will be made about the layout of the resource as well as which program will be utilized in the creation of the new OER. Preliminary discussions included ideas such as using Canva or Word. Both team members will also discuss a resource-specific theme for the PowerPoints.

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06/05/2017: Dr. Kearns and Ms. Lee will meet to discuss the first two modules. At this meeting, titles and content will be scrutinized for both scholarship and population-specific applicability. The prospective course modules will be as follows:

Module 1: Concepts of adjustment and growth mindset

Module 2: Theories of Humanistic and personality psychology

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Module 11: Dealing with Loss and Death.

Module 12: Psychological Disorders.

Module 13: Positive and Health Psychology.

- Throughout Ssummer 2017, copyright issues will be scrutinized. The researchers only plan to include materials that are released under the creative commons license, so copyright research should be minimal. Kearns and Lee will collaborate throughout the summer to create the thirteen modules as mentioned above. The team will meet regularly to discuss which topics should be included in each module. Both team members will pull from their collections -of creative commons licensed materials when creating the modules, ~~increasing the feasibility of~~ preparation for a partial fFall '17 roll out. During the fall, the original

course resource will be used to supplement learning as the new PSYC 2101 OER continues to be refined and finalized for solo use in spring 2018.

- Throughout fFall 2017, the team will continue to edit and modify as necessary. All syllabi will be synced with the new resource. During fFall '17, the modules will be uploaded to D2L. The team will seek IRB approval, in order to collect data on student preference for the new resource. Midterm grades, final grades, and DFW rates will be evaluated at the end of the fFall 2017 and spring 2018 semesters. At the end of fFall '17, the finalized resource will be made available globally through the hosting platform of *Lumen Learning or Merlot. II (tbd).*

~~06/19/2017: Dr.Kearns and Ms. Lee will meet to discuss modules 3 & 4.~~

~~6/26/2017: Dr.Kearns and Ms. Lee will meet to discuss modules 5 & 6.~~

~~07/05/2017: Dr.Kearns and Ms. Lee will meet to discuss modules 7 & 8.~~

~~07/10/2017: Dr.Kearns and Ms. Lee will meet to discuss modules 7 & 8.~~

~~07/18/2017: Dr.Kearns and Ms. Lee will meet to discuss modules 9 & 10.~~

~~07/24/2017: Dr.Kearns and Ms. Lee will meet to discuss modules 11 & 12.~~

~~07/31/2017: Dr.Kearns and Ms. Lee will meet to discuss module 13.~~

~~07/31/2017: Dr. Kearns and Ms. Lee will meet to discuss and combine all of the modules into a single, magazine-inspired resource. The document will be edited and modified before making it available to the courses taught in the Fall of 2017.~~

~~08/07/2017: The resource will be made available on D2L. All data from previous semesters will be evaluated and organized.~~

~~08/14/2017: Implementation of the new course design will begin.~~

~~10/02/2017: Midterm grades will be evaluated~~

~~12/11/2017: Final Grades will be evaluated and both the qualitative and quantitative data will be evaluated to determine effectiveness.~~

1.6 BUDGET

Single Course Award:

\$5000: Course release time for course redesign, resource creation, and implementation for Tori Kearns, Ph.D.

\$5000: Course release time for course redesign and resource creation for Deborah Lee, M.S.

\$400: Kickoff Meeting for Tori Kearns, Ph.D.

\$400: Kickoff Meeting for Deborah Lee, M.S.

Total: \$10,800

1.7 SUSTAINABILITY PLAN

By the end of the fall 2017 semester, the newly created psychological adjustment resource will be available to all students who enroll in the course. At the end of the fall 2017 and spring 2018 semesters, data will be analyzed to determine effectiveness of the new OER compared to using the original resource. The research team will evaluate student success rates, retention rates, SLOs and student understanding of research-based psychological adjustment tools. The textbook alternative will be made available to

the USG through the ALG's repository, hosted by Galileo. It will also be available more broadly using a global platform such as Lumen Learning or Merlot II. The research team will diligently continue exploring current, research-based resources to create an evolving textbook alternative that will continually address the key issues that often impact students. Remaining current is the essence of sustainability when attempting to teach college students how to psychologically adjust to their world. The research team will continue to attend professional webinars and conferences, as well as maintain a course sandbox in D2L.

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1.8 REFERENCES & ATTACHMENTS

- Letter of Support, Lee Cheek, Ph.D. , Dean of Social Sciences, EGSC
- [Sample of the magazine-inspired resource](#)