

Application Details

Manage Application: ALG Textbook Transformation Grants

Award Cycle: Round 9

Internal Submission Deadline: Sunday, April 30, 2017

Application Title: 323

Application ID: #001754

Submitter First Name: J. Sean

Submitter Last Name: Callahan

Submitter Title: Associate Professor of Psychology/Executive Liaison for Diversity Initiatives

Submitter Email Address: scallaha@highlands.edu

Submitter Phone Number: 706-340-0192

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Elizabeth

Applicant Last Name: Dose

Co-Applicant Name: --

Applicant Email Address: edose@highlands.edu

Applicant Phone Number: 407-314-0050

Primary Appointment Title: Assistant Prof. of Psychology

Institution Name(s): Georgia Highlands College

Submission Date: Monday, May 1, 2017

Proposal Title: 323

Final Semester of Instruction: Spring 2018

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

Dr. Elizabeth A. Dose, Associate Professor of Psychology, (edose@highlands.edu), Dr. Bentley Gibson-Wallace, Assistant Professor of Psychology, (bgibson@highlands.edu), Dr. Stephanie Wright, Assistant Professor of Psychology, (stwright@highlands.edu), Prof. Camille Pace, Assistant Professor of Mathematics, (chernand@highlands.edu) Katie Bridges, Instructional Designer, (kbridges@highlands.edu), Division of e-Learning, Dr. J. Sean Callahan, Associate Professor of Psychology/Executive Liaison for Diversity Initiatives,

(scallaha@highlands.edu)

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

Dr. Alan Nichols, Associate Professor of Philosophy, SSBE Dean, Georgia Highlands College

Course Names, Course Numbers and Semesters Offered:

PSYC 2103—Introduction to Human Development

Offered every semester-face-to-face and online

Average Number of Students per Course Section: 35

Number of Course Sections Affected by Implementation in Academic Year: 30

Total Number of Students Affected by Implementation in Academic Year: 1,050

List the original course materials for students (including title, whether optional or required, & cost for each item): Essentials of Lifespan Development (Santrock, 4th ed.) Required-Hard Copy & Connect--ISBN10: 1259621294 | ISBN13: 9781259621291 The cost is \$201.75 per student.

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

Requested Amount of Funding: 29,000

Original per Student Cost: \$201.75

Post-Proposal Projected Student Cost: \$0

Projected Per Student Savings: \$201.75

Projected Total Annual Student Savings: \$211,837.50

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

D2L and Google Docs

Project Goals:

We intend to provide free, high quality learning materials for Georgia Highlands College students who take PSYC 2103 by adopting Open Educational Resource materials and switching from the current purchased textbook. By adopting Open Educational Resources (OER) materials, we expect to see a decrease in the withdrawal rates of our students. While it is important to note that this project proposal is designed to meet the criteria of the “Top 100 Undergraduate Courses”, it also bears mentioning that there has been only one other proposal accepted for “Introduction to Human Development”. We hope to contribute to the growing body of resources for this course.

As the price of textbooks increase, the options for our students to attain a book in a reasonable amount of time decreases. Attempts to rent, share, borrow, or check out textbooks from libraries, while noble, often leave them short of the necessary resources needed for successful completion of the course. These strategies are not reliable modes of access for the majority of our students. The largest service areas for GHC include Bartow, Cobb, and Floyd County. The median incomes for these areas are \$21,715, \$33,418, and \$41,549, respectively. In Floyd County, 21% of families live below the poverty line. Oftentimes, this means that our students are faced with the decision to either purchase books for school or the pay the bills that sustain their households. Adopting an OER helps create access to better futures and an exit from poverty for our students. As a result of this transformation, the estimated collective savings for students in these 30 sections is \$211,837.50 each academic year.

In addition to making higher education more affordable to more Georgia Highlands College students and contributing to the goals of Complete College Georgia, adopting OER materials has other important benefits for shareholders. According to the Occupational Outlook Handbook, the anticipated job growth (2014-2024) is 20%. In a report released by the Institute for College Access and Success in 2015, the “[a]verage debt at graduation rose 56 percent, from \$18,550 to \$28,950, more than double the rate of inflation (25%)” from 2004 to 2014. Growing opportunities in the job market could offset the rising cost of college and the student debt it creates. However, this benefit is only attainable if students complete the programs and earn degrees.

Because GHC is a multi-campus institution, it is faced with a unique set of challenges. One of those challenges is the high rate of turnover for adjunct instructors. Adopting OER materials increases preparedness of adjunct instructors. Oftentimes, instructors have to be hired with very little time or opportunity to adequately prepare to teach. It could take several days or a few weeks for instructors to procure the textbook and materials for the course. This lack of access can negatively impact student success. The creation of master course module with access to supplemental materials ensures that instructors will have the resources necessary to teach and support student success.

To evaluate and assess the effectiveness of this conversion we will measure students’ and adjunct instructors’ perceptions and experiences with OER materials as well as the course success rates with OER materials compared against previous courses not using OER

materials.

Statement of Transformation:

Introduction to Human Development (PSYC 2103), examines human development across the lifespan from conception to death with an emphasis on normal patterns of physical, cognitive, social and emotional changes. This course constitutes a common core requirement among Psychology and Pre-Nursing majors at Georgia Highlands College (GHC). This course also serves as an Area F elective for the following majors: Criminal Justice, English, General Studies, History, Journalism, Occupational Therapy and Sociology. In the 2016 academic year, 30 PSYC 2103 courses were offered, serving 1,050 students. Due to the increase in college enrollment, the number of PSYC 2103 course offerings has already increased to 33 in the 2017 academic year.

In align with the mission of Georgia Highlands College, this course seeks to use appropriate technologies to support teaching and learning and to provide access to academic opportunities for a diverse population. In conflict, the market cost for the current Human Development textbook is \$201.75. Given the minimum wage in the tri-county area, a student would have to work 28 hours to pay for this one textbook alone—creating a financial and timely bind.

According to a recent survey by the U.S. Public Interest Research Group (2014), as many as 65% of college students had opted to not purchase the textbook based on cost, yet nearly 94% had concerns that this would in impair their grades. This study proves to show that students are aware of the value of the textbook yet financially conflicted in their purchase. Upon examining the global cost, data from the US Department of Education estimates that nearly 4 billion dollars was spent by federal, state and local governments, over the course of five years, on first year, full time students who dropped out by the second year. Retention rates are clearly impacted by the rising cost of education and the additional out of pocket expenses with textbooks and supplemental materials.

In rethinking student success, the accessibility of information and cost of supportive materials are within our control. It is proposed that the adoption of a free, Open Educational Resources (OER) textbook would vastly improve retention rates and equally important, the accessibility of information. Students will have immediate access to the book, they can access the information from any device, and most importantly, students will be able to work far fewer hours to pay off the exorbitant cost of the textbook(s). This proposed adoption would create a saving to our students in excess of \$211,838, a meaningful sum in our open access institution.

Transformation Action Plan:

The transformation action plan is comprised of three phases before course delivery in Spring 2018 (pre-planning, planning, and course redesign).

Pre-Planning

In the pre-planning phase, Subject Matter Experts (SME) will peruse and discuss several options for low- and no-cost textbooks. Currently, the Human Development chapter from Boundless.com is the front-runner for our primary text. The benefits of this OER include its web accessibility, the fact that it is self-contained and provides a solid base for supplementing it with other materials. The disadvantages of this resource is that quiz and test administration are not options that freely available for students. As such a multiple-choice test and quiz bank must be created from the supplementary readings. Creating enough questions to deliver to students for quizzes and tests proves to be a challenge. In this stage, SMEs will select evaluate the Boundless.com text to determine what supplementary materials need to be added to the course content.

Planning

In the planning phase, SMEs will determine what supplementary materials need to be revised and what original materials need to be created. Activities, websites, articles, and videos will be identified and assessed for appropriateness and effectiveness as supplemental materials. This phase of the project is scheduled to complete and the end of January 2017.

Course Redesign

The backward design process in Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and the American Association of Colleges and Universities' *VALUE Rubric* will guide course redesign. Fink's approach will provide the methodology for learning outcomes, while the VALUE rubric helps to support the internationalization and globalization of the curriculum. In addition to addressing intercultural awareness, this redesign will incorporate and link to student learning outcomes assessed for SACS Accreditation. This systematic reorganization, including the course syllabus revision, will occur during the months of May 2017 to October 2017. Dr. Dose, Dr. Gibson-Wallace, and Dr. Wright will function as SMEs. During this time, SMEs will create modules with no-cost or low-cost materials and design surveys to document the experiences and perceptions of students and adjunct instructors in regard to the textbook and materials. Ms. Katie Bridges, Instructional Designer, will work with SMEs and Co-P.I. to load modules and create a "LibGuide" for students that satisfies Quality Matters accessibility requirements and effectively deals with any copyright issues and embed assessment tools into the D2L master course modules for full-time and part-time instructors. Because there is not much time between the conclusion of the course and deadline for the final report, Prof. Camille Pace will serve as statistician and assist with analysis. Her assistance will make the process more expedient. SMEs, Prof. Pace, and Dr. Callahan will serve Co-Investigators, working together to evaluate and assess student and instructor success and experience, including quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

The course redesign will also include content modules that offer students free access to live

webinars on career planning, parenting, financial planning, and health benefits. These modules are intended to provide students with ways to empower themselves by supporting and maximizing the earning potential of their completed degrees.

Quantitative & Qualitative Measures: Quantitative and qualitative measures administered at the conclusion of spring semester of 2017-2018 to gauge the impact on student success and experience. The quantitative assessment includes a survey to gather the perceived quality, experience, and satisfaction of students and adjuncts using OER materials. Descriptive statistical analysis will be used to compare DFW rates and tests/grades from pre- and post-adoption courses. Qualitatively, interviews and surveys will be used to gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, this data will be analyzed for themes and patterns that help elucidate the effects of the adoption on student performance. Statistical software package will be used to analyze data to determine if there is statistical significance between class averages and DFW rates before and after course delivery. Additionally, with a focus on intercultural awareness, this course redesign will assess the following student learning outcomes for SACS Accreditation: Student Learning Outcome 1 (diversity): Students will recognize and respect the complexity of sociocultural diversity and individual differences. Student Learning Outcome 2 (fundamental content): Students will recognize, compare, and apply the core domains of psychology. Student Learning Outcome 3 (scientific inquiry): Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Student Learning Outcome 4 (professional and personal development): Students will recognize the value of psychology in professional and personal domains. This course places emphasis on Student Learning Outcome #1, with a recognition and respect for sociocultural diversity and individual differences. The latter outcomes, focusing on fundamental content, scientific inquiry and professional and personal development are reinforced in this course. Students graduating with their Associates in Psychology, in the 2017-2018 academic year, will be given a 50 question standardized Post-Exit Exam in the

spring and fall semesters, respectively. Introduction to Human Development is one of the courses we are required to assess. The passing performance measure is projected at 70% (C), or greater. This post exam will be used as a cross comparison with the DFW rates, course grades, qualitative surveys, and student satisfaction reports.

Timeline:

May 2017–July 2017—Assess selected OER to determine which supplementary materials need to be added to the text.

August 2017–October 2017— Systematic course redesign. Identify, locate, and compile no-cost, online, supplemental content materials.

November 2017–December 2017— Redesigned course to modules on D2L. Module components and links tested and edited, if necessary.

January 2018—Live delivery of courses.

Late April 2018--Data collection on student experience and success and adjunct instructor experience.

May 2018–June 2018— SMEs and Co-P.I.s will collaborate on analysis of data collected and assemble final report.

July 2018–August 2018—Co-Investigators collect data and revise course per student evaluations.

Budget:

Dr. Elizabeth A. Dose, Inst. of Record/SME/Co-P.I. \$5000
Dr. Bentley Gibson-Wallace, Inst. of Record/SME/Co-P.I. \$5000
Dr. Stephanie Wright, Inst. of Record/SME/Co-P.I. \$5000
Dr. J. Sean Callahan, SME/Co-P.I. \$5000
Ms. Katie Bridges, Inst. Designer \$5000
4 Part-time Instructors-PSYC 2103 \$1600(400/course)

Prof. Camille Pace, Statistician/Co-P.I. \$2500
Travel to Kick Off \$800
Total \$29,900

Sustainability Plan:

The larger scope of this project is to create a master course model with modules consisting of

assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. Other approaches to sustainability include providing a small stipend to adjunct instructors to increase buy-in and participation in the evaluation of the no-cost experience. Once we make the switch to the free resource, students who would otherwise choose an elective in humanities, for example, would most likely enroll Human Development if the book were free. The master course and modules will also be made available to faculty at other USG institutions via Brightspace platform. Course materials will be maintained Ms. Bridges and Drs. Wright, Gibson-Wallace, Dose, and Callahan for use into the foreseeable future.

4/26/2018

To whom it may concern:

I write this letter as Dean of Social Sciences, Business, and Education at Georgia Highlands College in support of Dr. Elizabeth Dose's and Dr. Sean Callahan's proposal for an Affordable Learning Georgia Textbook Transformation Grant in Round Nine for implementation beginning Spring Semester 2018.

Dr. Dose and Dr. Callahan are proposing to replace the standard textbook in PSYC 2103 (Introduction to Human Development) with Open Educational Resources, specifically, *Boundless.com* and supplemental materials. This will result in a savings for students of nearly \$201.75 per student per course. I believe that this is an especially worthy undertaking here at Georgia Highlands, where many of our students depend on financial aid not only to meet the costs of their education but their living expenses as well. I would expect that adopting OER materials will help Georgia Highlands in the areas of retention, a USG initiative, and course completion, a long-standing USG goal. Currently, many students do not purchase expensive texts for courses and their performance suffers. By adopting the high-quality chapter from *Boundless.com*, a significant barrier to student performance and completion will be removed.

Dr. Dose, Dr. Wright, Dr. Gibson-Wallace, Katie Bridges, Prof. Pace, and Dr. Callahan have a well-developed plan for shifting to *Boundless.com* text. I fully support this shift, and have encouraged other faculty in my Division to shift to OER, where available, for their courses. As an institution, Georgia Highlands strives to be at the forefront of the University System of Georgia's plans to make college affordable through lowering the cost of textbooks through Use of OERs as well as seeking out low-cost texts. I believe Dr. Dose and Dr. Callahan are worthy of financial support as he works towards these ends and I strongly support his application for grant funding.

Best,

Dr. Alan Nichols
Dean, Division of Social Sciences, Business, and Education
Georgia Highlands College
3175 Cedartown Highway
Rome GA, 30161
706-368-7615
anichols@highlands.edu

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> _
- *If you are copying and pasting into InfoReady Review from this form, first convert the file to **plain text** and copy/paste from the plain text file.*
 - o *In Word, go to File > Save As... > and change the file format to “Plain Text (.txt).”*
 - o *Copy and paste from the .txt file.*
 - o *Be sure to save both copies in case you are asked to resubmit.*
- *Microsoft Word Document formatting pasted into InfoReady Review will render the reviewer copy unreadable. **If you paste Word-formatted tables into InfoReady Review, you may be asked to resubmit your application if time permits.***
- *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	J. Sean Callahan
Submitter Title	Associate Professor of Psychology/Executive Liaison for Diversity Initiatives
Submitter Email	scallaha@highlands.edu

Submitter Phone Number	706-340-0192
Submitter Campus Role	Proposal Co-Investigator
Applicant Name	Elizabeth A. Dose, Ph.D.
Applicant Email	edose@highlands.edu
Applicant Phone Number	407-314-0050
Primary Appointment Title	Assistant Prof. of Psychology
Institution Name(s)	Georgia Highlands College
Team Members	Dr. Elizabeth A. Dose, Associate Professor of Psychology, (edose@highlands.edu), Dr. Bentley Gibson-Wallace, Assistant Professor of Psychology, Dr. Stephanie Wright, Assistant Professor of Psychology, Prof. Camille Pace, Instructor, Katie Bridges, Instructional Designer, Division of e-Learning, Dr. J. Sean Callahan, Associate Professor of Psychology/Executive Liaison for Diversity Initiatives, (scallaha@highlands.edu)
Sponsor, Title, Department, Institution	Dr. Alan Nichols, Associate Professor of Philosophy, SSBE Dean, Georgia Highlands College
Proposal Title	Boundless Possibilities: Transforming Introduction to Human Development
Course Names, Course Numbers and Semesters	PSYC 2103—Introduction to Human Development Offered every semester-Face-to-face and online

Offered					
Final Semester of Instruction	Spring 2018				
Average Number of Students Per Course Section	35	Number of Course Sections Affected by Implementation in Academic Year	30	Total Number of Students Affected by Implementation in Academic Year	1,050
Award Category (pick one)	<input type="checkbox"/> X 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 required, & cost for each item)	Essentials of Lifespan Development (Santrock, 4 th ed.) Hard Copy & Connect--ISBN10: 1259621294 ISBN13: 9781259621291 The cost is \$201.75 per student.				
Requested Amount of Funding	\$29,000				
Original Per Student Cost	\$201.75				
Post-Proposal Projected Per Student Cost	\$0				

Projected Per Student Savings	\$201.75
Projected Total Annual Student Savings	\$211,837.50
Creation and Hosting Platforms Used	D2L

NARRATIVE

1.1 PROJECT GOALS

We intend to provide free, high quality learning materials for Georgia Highlands College students who take PSYC 2103 by adopting Open Educational Resource materials and switching from the current purchased textbook. By adopting Open Educational Resources (OER) materials, we expect to see a decrease in the withdrawal rates of our students. While it is important to note that this project proposal is designed to meet the criteria of the “Top 100 Undergraduate Courses”, it also bears mentioning that there has been only one other proposal accepted for “Introduction to Human Development”. We hope to contribute to the growing body of resources for this course.

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To evaluate and assess the effectiveness of this conversion we will measure students’ and adjunct instructors’ perceptions and experiences with OER materials as well as the course success rates with OER materials compared against previous courses not using OER materials.

1.2 STATEMENT OF TRANSFORMATION

Introduction to Human Development (PSYC 2103), examines human development across the lifespan from conception to death with an emphasis on normal patterns of physical, cognitive, social and emotional changes. This course constitutes a common core requirement among Psychology and Pre-Nursing majors at Georgia Highlands College (GHC). This course also serves as an Area F elective for the following majors: Criminal Justice, English, General Studies, History, Journalism, Occupational Therapy and Sociology. In the 2016 academic year, 30 PSYC 2103 courses were offered, serving 1,050 students. Due to the increase in college enrollment, the number of PSYC 2103 course offerings has already increased to 33 in the 2017 academic year.

In align with the mission of Georgia Highlands College, this course seeks to use appropriate technologies to support teaching and learning and to provide access to academic opportunities for a diverse population. In conflict, the market cost for the current Human Development textbook is \$201.75. Given the minimum wage in the tri-county area, a student would have to work 28 hours to pay for this one textbook alone—creating a financial and timely bind.

According to a recent survey by the U.S. Public Interest Research Group (2014), as many as 65% of college students had opted to not purchase the textbook based on cost, yet nearly 94% had concerns that this would in impair their grades. This study proves to show that students are aware of the value of the textbook yet financially conflicted in their purchase. Upon examining the global cost, data from the US Department of Education estimates that nearly 4 billion dollars was spent by federal, state and local governments, over the course of five years, on first year, full time students who dropped out by the second year. Retention rates are clearly impacted by the rising cost of education and the additional out of pocket expenses with textbooks and supplemental materials.

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1.3 TRANSFORMATION ACTION PLAN

The transformation action plan is comprised of three phases before course delivery in Spring 2018 (pre-planning, planning, and course redesign).

Pre-Planning

In the pre-planning phase, Subject Matter Experts (SME) will peruse and discuss several options for low- and no-cost textbooks. Currently, the Human Development chapter from Boundless.com is the front-runner for our primary text. The benefits of this OER include its web accessibility, the fact that it is self-contained and provides a solid base for supplementing it with other materials. The disadvantages of this resource is that quiz and test administration are not options that freely available for students. As such a multiple-choice test and quiz bank must be created from the supplementary readings. Creating enough questions to deliver to students for quizzes and tests proves to be a challenge. In this stage, SMEs will select evaluate the Boundless.com text to determine what supplementary materials need to be added to the course content.

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not much time between the conclusion of the course and deadline for the final report, Prof. Camille Pace will serve as statistician and assist with analysis. Her assistance will make the process more expedient. SMEs, Prof. Pace, and Dr. Callahan will serve Co-Investigators, working together to evaluate and assess student and instructor success and experience, including quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

The course redesign will also include content modules that offer students free access to live webinars on career planning, parenting, financial planning, and health benefits. These modules are intended to provide students with ways to empower themselves by supporting and maximizing the earning potential of their completed degrees.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative and qualitative measures administered at the conclusion of spring semester of 2017-2018 to gauge the impact on student success and experience. The quantitative assessment includes a survey to gather the perceived quality, experience, and satisfaction of students and adjuncts using OER materials. Descriptive statistical analysis will be used to compare DFW rates and tests/grades from pre- and post-adoption courses. Qualitatively, interviews and surveys will be used to gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, this data will be analyzed for themes and patterns that help elucidate the effects of the adoption on student performance. Statistical software package will be used to analyze data to determine if there is statistical significance between class averages and DFW rates before and after course delivery.

Additionally, with a focus on intercultural awareness, this course redesign will assess the following student learning outcomes for SACS Accreditation:

1. *Student Learning Outcome 1 (diversity)*: Students will recognize and respect the complexity of sociocultural diversity and individual differences.
2. *Student Learning Outcome 2 (fundamental content)*: Students will recognize, compare, and apply the core domains of psychology.
3. *Student Learning Outcome 3 (scientific inquiry)*: Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science.
4. *Student Learning Outcome 4 (professional and personal development)*: Students will recognize the value of psychology in professional and personal domains.

This course places **emphasis** on Student Learning Outcome #1, with a recognition and respect for sociocultural diversity and individual differences. The latter outcomes, focusing on fundamental content, scientific inquiry and professional and personal development are **reinforced** in this course.

Students graduating with their Associates in Psychology, in the 2017-2018 academic year, will be given a 50 question standardized Post-Exit Exam in the spring and fall semesters, respectively. Introduction to Human Development is one of the courses we are required to assess. The passing performance measure is projected at 70% (C), or greater. This post exam will be used as a cross comparison with the DFW rates, course grades, qualitative surveys, and student satisfaction reports.

1.5 TIMELINE

May 2017–July 2017—Assess selected OER to determine which supplementary materials need to be added to the text.

August 2017—October 2017— Systematic course redesign. Identify, locate, and compile no-cost, online, supplemental content materials.

November 2017—December 2017— Redesigned course to modules on D2L. Module components and links tested and edited, if necessary.

January 2018—Live delivery of courses.

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July 2018—August 2018—Co-Investigators collect data and revise course per student evaluations.

1.6 BUDGET

Dr. Elizabeth A. Dose, Inst. of Record/SME/Co-P.I.	\$5000
Dr. Bentley Gibson-Wallace, Inst. of Record/SME/Co-P.I.	\$5000
Dr. Stephanie Wright, Inst. of Record/SME/Co-P.I.	\$5000
Dr. J. Sean Callahan, SME/Co-P.I.	\$5000
Ms. Katie Bridges, Inst. Designer	\$5000
4 Part-time Instructors-PSYC 2103	
\$1600(400/course) Prof. Camille Pace, Statistician/Co-P.I.	
\$2500	
<u>Travel to Kick Off</u>	<u>\$800</u>
Total	\$29,900

1.7 SUSTAINABILITY PLAN

The larger scope of this project is to create a master course model with modules consisting of assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. Other approaches to sustainability include providing a small stipend to adjunct instructors to increase buy-in and participation in the evaluation of the no-cost experience. Once we make the switch to the free resource, students who would otherwise choose an elective in humanities, for example, would most likely enroll Human Development if the book were free. The master course and modules will also be made available to faculty at other USG institutions via Brightspace platform. Course materials will be maintained Ms. Bridges and Drs. Wright, Gibson-Wallace, Dose, and Callahan for use into the foreseeable future.

1.8 REFERENCES & ATTACHMENTS

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Psychologists. Retrieved April 29, 2017, from <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm>

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