Affordable Learning Georgia Textbook Transformation Grants
Proposal Form

Please complete per inline instructions; completed form not to exceed four pages.

Institution Name	Georgia College & State University
Team Members (Name, Title, Department and email address for each)	Matthew Roessing, Assistant Professor, Accounting, matt.roessing@gcsu.edu Jeff Dowdy, Graduate Librarian, Library and Instructional Technology Center, jeffrey.dowdy@gcsu.edu
Sponsor, Title, Department	Kelli Brown, Provost, Academic Affairs
Course Name, Course Number and Semester Offered (Spring 2015 Required)	Legal Environment of Business, LENB 3135, Spring 2015, Maymester 2015, Fall 2015

Average Number of Students in the Course	38/section	**Number Course sessions per Academic year**	11

Award Category (pick one)	☒ No-Cost-to-Students Learning Materials ☐ OpenStax Textbooks ☐ Course Pack Pilots	

List the original course materials for students (including title, whether optional or required, & cost for each item)	*[Material Title, opt|req]* *Anderson's Business Law and the Legal Environment, Standard Volume [req]*	*[Cost]* ***$307.41/student*** ***$128,497/annually***

Projected Per Student Cost	$0	**Projected Per Student Savings (%)**	100%

1. PROJECT GOALS

Our goals are: (1) to reduce the student costs of a Legal Environment of Business ("LENB") course by replacing a traditional textbook with no-cost, publicly available learning materials; (2) to teach students how to research and analyze business law issues using no-cost, publicly-available resources; and (3) to develop business law educational materials that are sustainable and stay current with minor institutional effort and expense.

1.1 STATEMENT OF PROBLEM

Business law textbooks are expensive, over inclusive, and cannot keep up with the daily changes in statutes, regulations, and case law. Mr. Roessing currently assigns the popular textbook *Anderson's Business Law and the Legal Environment*. While it provides a basic overview of business law concepts, it contains more material than necessary, retails at over $300, and is unable to keep up with the latest advances in business law. Mr. Roessing has reviewed many other textbooks and found similar problems.

All business majors take LENB - approximately 150-200 students per semester. The result is a serious financial burden on business students, particularly students from low-income families. Our solution: Eliminate the traditional textbook and build a course where students are provided with basic no-cost materials and taught the research skills they need to enhance and update the materials. These include media outlets, academic articles, statutes, regulations, and case law (all available through GALILEO), as well as the websites of state and federal courts and regulatory agencies. These are the same resources that professionals use when investigating and analyzing business law issues, and they are updated constantly.   For each learning objective, a group of students will be assigned to find useful, current resources and share them with the class. In this way, the students contribute to a sustainable educational resource that could be shared among University System of Georgia ("USG") institutions; encouraging collaboration, enhancing student learning outcomes, and reducing costs statewide.

1.2 TRANSFORMATION ACTION PLAN

1. <u>Identification of useful no-cost materials that align with learning objectives</u>:   LENB teaches students about a wide range of business law concepts, including torts, contracts, intellectual property and business organizations, as well as basic litigation procedure and strategy. We will keep the basic course structure and learning outcomes but replace the textbook with no-cost learning materials. The websites of state and federal agencies support many of the learning objectives. For example, the U.S. Patent and Trademark Office website contains a wealth of information on intellectual property law. The Georgia Secretary of State website is an excellent source for learning about business organizations. These sources are updated regularly by reliable third parties. We also will use news and academic articles, blogs, judicial opinions, and case filings, all of which can be obtained through GALILEO. To the extent case filings are not available in GALILEO, we will use a PACER account. Our first task is to compile a list of initial resources for each learning objective.

2. <u>Adaption and organization of the materials</u>: After collecting the listed resources and reviewing them for content and clarity, we will consider how best to present these materials through D2L, LibGuides, or both formats.

3. <u>Course and instructional redesign:</u> Mr. Roessing will redesign the course structure to emphasize student engagement in developing the course materials. Mr. Roessing and Mr. Dowdy will begin the course by introducing students to GALILEO, PACER and teaching basic legal research skills, which the students will use to find current materials

that support the learning objectives. For example, just days ago, on Sept. 4, a Louisiana district court released an important decision finding BP grossly negligent on the 2010 Deepwater Horizon oil spill. You won't find this in any textbook yet, but the decision, and the case briefs, would be an excellent resource for teaching aspects of tort law. A group of students could be assigned to find key case documents and post them to D2L with comments.

4. Dissemination: Materials assembled by one class easily could be disseminated through D2L to LENB classes taught by other instructors. Some of the materials may be helpful to courses in other disciplines, such as business ethics, political science, and criminal justice. While the Georgia College LENB course is not specifically listed in the ALG's top 50 list, we believe it is comparable to BUSA2106, "The Environment of Business". Using D2L will give Georgia College the ability to share our base course with BUSA2106 instructors.

5. Quantitative Assessment: Students in the transformed course will be tested through exam questions targeted to learning objectives and the results will be compared with those of students in prior, textbook-based versions of the course. We hope to see that quantitative data of student learning outcomes stays the same or improves after textbook transformation. Offering the course in a no-cost format might increase student retention. We will assess this through DFW rate comparison.

6. Qualitative Assessment: LENB students will complete a survey assessing how the textbook transformation affected their experience and learning outcomes. We also will hold a reflective discussion to assess what students learned through the process of using and contributing to a no-cost learning database, and how the process might be improved.

1.3 TIMELINE

Date	Milestone
9/28/14	Begin D2L structuring of the course
10/31/14	Complete initial course reading list using material from GALILEO and PACER; hold in-person meeting to discuss.
11/14/14	Complete initial collection of government websites; hold in-person meeting to discuss.
11/28/14	Organize collected materials in D2L and LibGuides.
12/19/14	Submit interim status report to ALG.
1/12/14	Spring 2015 semester begins; implement content and course redesign.
5/1/14	Complete assessment data collection.
6/1/14	Complete assessment data analysis; submit final report to ALG.

1.4   BUDGET

$10,000 Stipend: Paid in equal part to Mr. Roessing and Mr. Dowdy as compensation for time and effort spent collecting and organizing materials, setting up D2L / LibGuide structure, analyzing assessment results, and disseminating information. Mr. Roessing will receive summer pay and Mr. Dowdy will receive a contract addendum.

$800 Expenses: Anticipated expenses include PACER and LibGuide fees and cost of travel to disseminate results.

1.5   SUSTAINABILITY PLAN

Government-maintained legal websites are a stable, no-cost source of legal information. These sites are able to do what no textbook can, as they are updated daily. Considering a government web domain is constant and its content is provided with no cost transferred to the faculty or students, these sites are a sustainable alternative to a textbook that relies on cost-prohibitive new editions to stay up to date.

The course also will rely on databases provided to students via GALILEO, the University System of Georgia's virtual library. Students in the University System of Georgia utilize GALILEO throughout their academic career. Many will continue to turn to the same databases after graduating. The course aims to teach the students transferrable research and information literacy skills by instructing them on identifying scholarly resources in GALILEO and the Internet. USG libraries seek to maintain their subscriptions to key databases on a continual basis, providing stability to key texts for future iterations of the course. As an added measure of sustainability, each new semester will involve faculty reevaluating assigned material and students reviewing and vetting content added by students in previous semesters.

Initially, the course will be offered via D2L. D2L allows instructors to easily rollover course content into future classes or to share content across concurrent courses. As the dedicated course management system for USG, students and faculty are familiar with the environment. Therefore, if new faculty take on the course, it will not require learning a new system or gaining administrative access to a website that requires coding experience or that may not meet up to FERPA standards.

As the course is further developed, we plan to disseminate it to other participating USG institutions. The common usage of D2L will allow for a close-to seamless transfer of the structure of the course, while also allowing each instructor to modify the content as needed.

1.6   REFERENCES & ATTACHMENTS

Please see the attached letter of support from Dr. Kelli Brown, Provost and Vice President for Academic Affairs, who will be responsible for receipt and distribution of funding.

GEORGIA COLLEGE

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**Provost and Vice President
for Academic Affairs**
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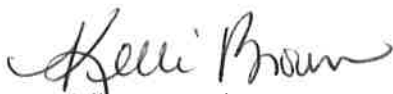Fax 478-445-5151

September 5, 2014

Dear Review Board,

On behalf of Georgia College in Milledgeville, I am pleased to offer this letter of support for our institution's *Affordable Learning Georgia* Textbook Transformation grant application. Georgia College is requesting funding for the development of no-cost-to-students learning materials for *Legal Environment of Business*, one of the core classes required of business and management majors across the USG system. Each year, Georgia College provides 6,600 undergraduate and graduate students with an exceptional learning environment that extends beyond the classroom, with hands-on involvement with faculty research, community service, residential learning communities, study abroad, and internships. Our College of Business's accreditation by the Association to Advance Collegiate Schools of Business places us among the top 5% of business schools worldwide. As such, we seek to pave the way in technological enhancements that will enable business students across the state to obtain a more affordable education.

Business faculty Dr. Matt Roessing's project will support the creation of a "no-cost-to-students" resource for *Legal Environment of Business*. With support from Graduate Librarian, Jeff Dowdy, this electronic resource will enable students to access government websites and databases, along with topical research material in Galileo and access to court case and docket information in PACER (Public Access to Court Electronic Records), through the system-wide Desire2Learn (DSL) interface. In the interest of adapting the resource for national replication beyond USG, the university will cover the cost of password-protected Libguides, a content management system used by thousands of libraries worldwide. Georgia College will also cover the cost of the PACER subscription service, if the trial subscription is found to be effective during the implementation, in order to ensure project sustainability. The Office of the Provost, along with the Office of Grants and Sponsored Projects, will ensure compliance with all State, Board of Regents, and institutional policies and procedures, should we receive funding.

Thank you for your favorable consideration of Georgia College's application. Please contact me should you have any questions regarding this project.

Best Regards,

Kelli Brown, Ph.D.
Provost

Joe Mocnik, Ph.D.
Director of Libraries

Milledgeville • Macon • Warner Robins

Georgia College, the state's designated public liberal arts university, combines the educational experience
expected at esteemed private liberal arts colleges with the affordability of public higher education.