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# Application Summary

## Competition Details

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<b>Competition Title:</b>	Textbook Transformation Grants, Round Fifteen (Fall 2019 - Fall 2020)
<b>Category:</b>	University System of Georgia
<b>Award Cycle:</b>	Round 15
<b>Submission Deadline:</b>	09/16/2019 at 11:59 PM

## Application Information

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<b>Submitted By:</b>	J. Sean Callahan
<b>Application ID:</b>	3599
<b>Application Title:</b>	492
<b>Date Submitted:</b>	09/17/2019 at 9:06 AM

## Personal Details

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<b>Institution Name(s):</b>	Georgia Highlands College
<b>Applicant First Name:</b>	Elizabeth
<b>Applicant Last Name:</b>	Dose
<b>Applicant Email Address:</b>	edose@highlands.edu
<b>Applicant Phone Number:</b>	407-314-0050
<b>Primary Appointment Title:</b>	Associate Professor of Psychology
<b>Submitter First Name:</b>	J. Sean
<b>Submitter Last Name:</b>	Callahan
<b>Submitter Email Address:</b>	scallaha@highlands.edu
<b>Submitter Phone Number:</b>	706-340-0192
<b>Submitter Title:</b>	Associate Professor of Psychology/Division Chair, Business and Education

## Application Details

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### Proposal Title

492

### Requested Amount of Funding

10,800

### Priority Category (if applicable)

Specific Core Curriculum Courses

### Final Semester:

Fall 2020

**Course Title(s)**

Introduction to Abnormal Psychology

**Course Number(s)**

PSYC 2165

**Team Member 1 Name**

Elizabeth Dose

**Team Member 1 Email**

edose@highlands.edu

**Team Member 2 Name**

Luba Ibrahim

**Team Member 2 Email**

librahim@highlands.edu

**Team Member 3 Name**

Marla Means

**Team Member 3 Email**

mmeans@highlands.edu

**Team Member 4 Name**

J. Sean Callahan

**Team Member 4 Email**

scallaha@highlands.edu

**Additional Team Members (Name and email address for each)**

**Sponsor Name**

Alan Nichols

**Sponsor Title**

Dean, Division of Social Sciences, Business, and Education

**Sponsor Department**

Division of Social Sciences, Business, and Education

**Average Number of Students per Course Section Affected by Project in One Academic Year**

35

**Average Number of Sections Affected by Project in One Academic Year**

9

**Total Number of Students Affected by Project in One Academic Year**

315

**Average Number of Students Affected per Summer Semester**

105

**Average Number of Students Affected per Fall Semester**

105

**Average Number of Students Affected per Spring Semester**

105

**Original Required Commercial Materials (title, author, price, and bookstore or retailer URL showing price)**

Abnormal Psychology in a Changing World, 10th edition, Nevid & Rathus.

ISBN-10: 0134484924

ISBN-13: 9780134484921

Pub. Date: 01/18/2017

Publisher: Pearson

The cost is **\$221.65** per student.

**Original Total Cost per Student**

\$221.65

**Post-Project Cost per Student**

0

**Post-Project Savings per Student**

\$221.65

**Projected Total Annual Student Savings per Academic Year**

\$69,819.75

**Using OpenStax Textbook?**

No

**Project Goals**

We intend to provide free, high quality learning materials for Georgia Highlands College students who take Introduction to Abnormal Psychology (PSYC 2165) 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, as well as, an increase in the students electing to enroll in this elective course. 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 Abnormal Psychology”. 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 9 sections is \$69,815.75 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 for the field of psychology (2014-2024) is 20%. In a report released by the Institute for College Access and Success in 2015, the “average 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.

## **Statement of Transformation**

Introduction to Abnormal Psychology (PSYC 2165), examines unusual patterns of behavior, emotion, or thought, which may emerge as a precipitating mental disorder. This course focuses on the diagnostic evaluation, pattern of symptoms and treatment options in a clinical setting.

### Student Population Cost Analysis

This course constitutes an Area F elective among Psychology, Pre-Nursing, Criminal Justice, Human Services, Sociology, English, History, Journalism, Occupational Therapy, and General Studies majors at Georgia Highlands College (GHC). In the 2018 academic year, 9 PSYC 2165 courses were offered, serving 315 students. Due to the increase in college enrollment and further development of the psychology program, to include a Behavioral Analysis Certificate, the number of PSYC 2165 course offerings is anticipated to increase in the 2020 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 Abnormal Psychology textbook is \$221.65. 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 \$69,819.75, a meaningful sum in our open access institution.

### Occupational Outlook

1. to the Occupational Outlook Handbook, Clinical Psychology is anticipated to have a 14% increase in growth between 2016-2026. Abnormal Psychology is primarily focused on the overview of psychological disorders, whereas Clinical Psychology is assessment and treatment focused. This course will seek to join the two schools of thought, thereby providing students with a stronger preparedness and employability.
1. course redesign will also place a stronger emphasis on assessment and crisis intervention treatments for Post-Traumatic Stress Disorder, Addictions, Suicide, and Major Depression, all of which hold a lifetime prevalence of 4%-36%, according the National Institute of Mental Health (NIMH).

Lastly, the psychology department at GHC is working to house a Behavioral Analysis Certificate option for students at the associates level. This certificate will require students to take Forensic Psychology, Introduction to Criminal Justice, and Abnormal Psychology, along with 30 hours of community outreach volunteer hours, in order to be certified. While this program is in the development phase, the rates of student enrollment in Abnormal Psychology is anticipated to grow.

### **Transformation Action Plan**

The transformation action plan is comprised of three phases before course delivery in Spring 2020 (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 Abnormal Psychology 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 2020.

### Course Redesign

The backward design process in Dee Fink's Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses will guide course redesign. Fink's approach will provide the methodology for learning outcomes. 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 January 2020 to May 2020. Dr. Dose will function as SME. During this time, SME 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. Marla Means will work as the Instructional Designer and collaborate with SME and Co-P.I.s to load modules and create a "LibGuide" for the course 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, Luba Ibrahim will serve as statistician and assist with analysis. Her assistance will make the process more expedient. Elizabeth Dose, Luba Ibrahim and Sean 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.

### **Quantitative & Qualitative Measures**

Quantitative and qualitative measures administered at the conclusion of spring semester of 2020 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, 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.

### Timeline

**November 2019–January 2020**—Assess selected OER to determine which supplementary materials need to be added to the text.

**February 2020–May 2020**— Systematic course redesign. Identify, locate, and compile no-cost, online, supplemental content materials.

**June 2020–July 2020**— Redesigned course to modules on D2L. Module components and links tested and edited, if necessary.

**August 2020**—Live delivery of courses.

**Early December 2020** --Data collection on student experience and success

**Mid December 2020**— SMEs and Co-P.I.s will collaborate on analysis of data collected and assemble final report.

**January 2021**—Co-Investigators collect data and revise course per student evaluations

### Budget

Dr. Elizabeth A. Dose, Inst. of Record/SME/Co-P.I. \$3000

Dr. J. Sean Callahan, Co-P.I. \$3000

Luba Ibrahim, Statistician/Co-P.I. \$2000

Marla Means, Instructional Designer \$2000

Travel and Supplies \$800

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\$10,800

### 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. Once we make the switch to the free resource, students who would otherwise choose an elective in humanities, for example, would most likely enroll Abnormal Psychology 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 Dr. Dose for use into the foreseeable future.

## **Acknowledgment**

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### **Grant Acceptance**

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.

# GEORGIA HIGHLANDS COLLEGE



To whom it may concern:

I write this letter as Dean of Social Sciences, Business, and Education at Georgia Highlands College in support of Elizabeth Dose's and Sean Callahan's proposal for an Affordable Learning Georgia Textbook Transformation Grant in Round Fifteen for implementation beginning Fall Semester 2020.

Dr. Dose and Dr. Callahan are proposing to replace the standard textbook in PSYC 2165 Abnormal Psychology with Open Educational Resources. This will result in a savings for students of nearly \$221.65 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 OER materials, a significant barrier to student performance and completion will be removed.

Dr. Dose and Dr. Callahan have a well-developed plan for shifting to an OER-based 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 they work 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 15**

**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.

<b>Submitter Name</b>	J. Sean Callahan
<b>Submitter Title</b>	Associate Professor of Psychology, Division Chair, Business and Education, Executive Liaison for Diversity Initiatives
<b>Submitter Email</b>	scallaha@highlands.edu
<b>Submitter Phone Number</b>	706-340-0192
<b>Submitter Campus Role</b>	Co-Principal Investigator
<b>Applicant Name</b>	Elizabeth A. Dose, Ph.D.
<b>Applicant Email</b>	Edose@highlands.edu
<b>Applicant Phone Number</b>	407-314-0050

<b>Primary Appointment Title</b>	Associate Professor of Psychology				
<b>Institution Name(s)</b>	Georgia Highlands College				
<b>Team Members</b>	Dr. Elizabeth A. Dose, Associate Professor of Psychology, (edose@highlands.edu), Marla Means, Assistant Librarian for Public Services (mmeans@highland.edu); Luba Ibrahim, Assistant Professor of Math (librahim@hghlands.edu), Dr. J. Sean Callahan, Associate Professor of Psychology/Executive Liaison for Diversity Initiatives, (scallaha@highlands.edu)				
<b>Sponsor, Title, Department, Institution</b>	Dr. Alan Nichols, Associate Professor of Philosophy, SSBE Dean, Georgia Highlands College				
<b>Proposal Title</b>	Introduction to Abnormal Psychology				
<b>Course Names, Course Numbers and Semesters Offered</b>	PSYC 2165 Abnormal Psychology Offered every semester-Face-to-Face and Online				
<b>Final Semester of Instruction</b>	Fall/2020				
<b>Average Number of Students Per Course Section</b>	35	<b>Number of Course Sections Affected by Implementation in Academic Year</b>	9	<b>Total Number of Students Affected by Implementation in Academic Year</b>	315
<b>Award Category (pick one)</b>	<input type="checkbox"/> X <b>No-or-Low-Cost-to-Students Learning Materials</b> <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Interactive Course-Authoring Tools and Software <input type="checkbox"/> Specific Top 100 Undergraduate Courses				

<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</b>	<p>Abnormal Psychology in a Changing World, 10<sup>th</sup> edition, Nevid &amp; Rathus.</p> <p>ISBN-10: 0134484924  ISBN-13: 9780134484921  Pub. Date: 01/18/2017  Publisher: Pearson</p> <p>The cost is <b>\$221.65</b> per student.</p>
<b>Requested Amount of Funding</b>	<p>\$10,800</p>
<b>Original Per Student Cost</b>	<p>\$221.65</p>
<b>Post-Proposal Projected Per Student Cost</b>	<p>\$0</p>
<b>Projected Per Student Savings</b>	<p>\$221.65</p>
<b>Projected Total Annual Student Savings</b>	<p>\$69,819.75</p>
<b>Creation and Hosting Platforms Used</b>	<p>D2L</p>

## NARRATIVE

## 1.1 PROJECT GOALS

We intend to provide free, high quality learning materials for Georgia Highlands College students who take Introduction to Abnormal Psychology (PSYC 2165) 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, as well as, an increase in the students electing to enroll in this elective course. 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 Abnormal Psychology”. 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 9 sections is \$69,815.75 each academic year.

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## 1.2 STATEMENT OF TRANSFORMATION

Introduction to Abnormal Psychology (PSYC 2165), examines unusual patterns of behavior, emotion, or thought, which may emerge as a precipitating mental disorder. This course focuses on the diagnostic evaluation, pattern of symptoms and treatment options in a clinical setting.

### Student Population Cost Analysis

This course constitutes an Area F elective among Psychology, Pre-Nursing, Criminal Justice, Human Services, Sociology, English, History, Journalism, Occupational Therapy, and General Studies majors at Georgia Highlands College (GHC). In the 2018 academic year, 9 PSYC 2165 courses were offered, serving 315 students. Due to the increase in college enrollment and further development of the psychology program, to include a Behavioral Analysis Certificate, the number of PSYC 2165 course offerings is anticipated to increase in the 2020 academic year.

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### Occupational Outlook

According to the Occupational Outlook Handbook, Clinical Psychology is anticipated to have a 14% increase in growth between 2016-2026. Abnormal Psychology is primarily focused on the overview of psychological disorders, whereas Clinical Psychology is assessment and treatment

focused. This course will seek to join the two schools of thought, thereby providing students with a stronger preparedness and employability.

The course redesign will also place a stronger emphasis on assessment and crisis intervention treatments for Post-Traumatic Stress Disorder, Addictions, Suicide, and Major Depression, all of which hold a lifetime prevalence of 4%-36%, according to the National Institute of Mental Health (NIMH).

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### 1.3 TRANSFORMATION ACTION PLAN

The transformation action plan is comprised of three phases before course delivery in Spring 2020 (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 Abnormal Psychology 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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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 2020.

#### Course Redesign

The backward design process in Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* will guide course redesign. Fink's approach will provide the methodology for learning outcomes. 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 January 2020 to May 2020. Dr. Dose will function as SME. During this time, SME 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. Marla Means will work as the Instructional Designer and collaborate with SME and Co-P.I.s to load modules and create a "LibGuide" for the course 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, Luba Ibrahim will serve as statistician and assist with analysis. Her assistance will make the process more expedient. Elizabeth Dose, Luba Ibrahim and Sean 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.

## 1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative and qualitative measures administered at the conclusion of spring semester of 2020 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, 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.

## 1.5 TIMELINE

**November 2019–January 2020**—Assess selected OER to determine which supplementary materials need to be added to the text.

**February 2020–May 2020**— Systematic course redesign. Identify, locate, and compile no-cost, online, supplemental content materials.

**June 2020–July 2020**— Redesign course to modules on D2L. Module components and links tested and edited, if necessary.

**August 2020**—Live delivery of courses.

**Early December 2020** --Data collection on student experience and success

**Mid December 2020**— SMEs and Co-P.I.s will collaborate on analysis of data collected and assemble final report.

**January 2021**—Co-Investigators collect data and revise course per student evaluations

## 1.6 BUDGET

Dr. Elizabeth A. Dose, Inst. of Record/SME/Co-P.I.	\$3000	
Dr. J. Sean Callahan, Co-P.I.	\$3000	
Luba Ibrahim, Statistician/Co-P.I.	\$2000	
Marla Means, Instructional Designer	\$2000	
Travel and Supplies	\$800	
<hr/>		\$10,800

## 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. Once we make the switch to the free resource, students who would otherwise choose an elective in humanities, for example, would most likely enroll Abnormal Psychology 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 Dr. Dose for use into the foreseeable future.

## 1.8 REFERENCES & ATTACHMENTS

College Board. (2015). Trends in college pricing, 2015. Retrieved December 11, 2016, from <http://trends.collegeboard.org/>

Population estimates, July 1, 2015. (2016). Retrieved December 11, 2016, from <http://www.census.gov/quickfacts/table/PST045215/00>

US PIRG Education Fund. (2014) Fixing the broken textbook market: how students respond to his textbook costs and demand alternatives. Retrieved December 11, 2016, from <http://www.uspirg.org/sites/pirg/files/reports/NATIONAL%20Fixing%20Broken%20Textbooks%20Report1.pdf>