



Affordable Materials Grants, Round 18:  
Transformation Grants  
(Fall 2020 – Fall 2021)  
Proposal Form and Narrative

## Applicant and Team Information

Requested information	Answer
Institution(s)	Georgia State University
Applicant name	Nancy Gup
Applicant email	ngup@gsu.edu
Applicant position/title	Professor of Psychology
Submitter name	Glenn Pfeifer
Submitter email	gpfeifer@gsu.edu
Submitter position/title	Director, Grants Development and Administration

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

Team member	Name	Email address
Team member 1	Nancy Gup	ngup@gsu.edu
Team member 2	April Babb Crisp	acrisp4@gsu.edu
Team member 3	Martha Fulk	marthafulk@gsu.edu
Team member 4	Sheeji Kathuria	Skathuria1@gsu.edu
Team member 5		
Team member 6		

## Project Information

Requested information	Answer
<p><b>Priority Category / Categories</b></p> <p><i>Projects in these categories will receive three extra points in the final score for fitting a priority of these particular rounds of Transformation Grants. The type of funding for the project is determined by the funding categories criteria above. As of Round 18, projects can be a part of more than one category. Note that the below categories only indicate priority, not which applications qualify for a grant. Select all that apply.</i></p>	<p><i>Collaborative Project with Professional Support (Lead Instructional Technologist and Designer, Reference and Instruction Librarian, Access &amp; Accommodations Center, and CETL).</i></p> <p><i>Student participation in materials evaluation and/or development.</i></p>
<p><b>Requested Total Amount of Funding</b></p> <p><i>\$30,000 maximum total award per grant</i></p>	<p><i>\$20,000</i></p>
<p><b>Final Semester of Project</b></p>	<p><i>Fall 2021</i></p>
<p><b>Using OpenStax Textbook?</b></p> <p><i>This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.</i></p>	<p><i>No. An OpenStax Textbook is not available at this time. Other OpenEducationalResources will be given consideration in our review and selected choice of learning materials for 2621 Abnormal Psychology.</i></p>

## Impact Data

### Course 1

Row #	Requested information	Answer
N/A	Course title and number	Abnormal Psychology PSYC 2621
N/A	Course instructor	Nancy Gup
1	Average number of students enrolled per section	35

Row #	Requested information	Answer
2	Average number of affected course sections scheduled in a summer semester	3
3	Average number of affected course sections scheduled in a fall semester	4
4	Average number of affected course sections scheduled in a spring semester	5
5	Total number of course sections scheduled in an academic year <i>Add up rows 2-4.</i>	12
6	Total number of student section enrollments per academic year <i>Multiply row 1 and row 5.</i>	420
7	Original <u>required</u> commercial materials <i>Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.</i>	<a href="#"><u>Fundamentals of Abnormal Psychology, 9th Edition (2019)</u></a> Ronald Comer & Jonathan Comer Macmillan Learning ISBN: 9781319251277 Total Cost Per Student = 115 (retail)
8	Original cost per student section enrollment <i>Add up the cost of all materials in row 7.</i>	\$115
9	Average post-project cost per student section enrollment	\$25
10	Average post-project savings per student section enrollment <i>Subtract row 9 from row 8.</i>	\$90
11	Projected total annual student savings per academic year <i>Multiply row 10 and row 6.</i>	\$37,800

Course 2

Row #	Requested information	Answer
N/A	Course title and number	Abnormal Psychology PSYC 2621
N/A	Course instructor	April Crisp
1	Average number of students enrolled per section	32
2	Average number of course sections scheduled in a summer semester	1
3	Average number of course sections scheduled in a fall semester	1
4	Average number of course sections scheduled in a spring semester	3
5	Total number of course sections scheduled in an academic year <i>Add up rows 2-4.</i>	5
6	Total number of student section enrollments per academic year <i>Multiply row 1 and row 5.</i>	138
7	Original <u>required</u> commercial materials <i>Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.</i>	Abnormal Psychology in a Changing World, 10th Edition, 2018, Nevid, Rathus, & Greene. ISBN-10: 0134484924 ISBN-13: 9780134484921 Available at <a href="https://www.pearson.com/us/higher-education/program/Nevid-Revel-for-Abnormal-Psychology-in-a-Changing-World-Access-Card-10th-Edition/PGM2444020.html?tab=contents">https://www.pearson.com/us/higher-education/program/Nevid-Revel-for-Abnormal-Psychology-in-a-Changing-World-Access-Card-10th-Edition/PGM2444020.html?tab=contents</a> Total Cost Per Student = \$253 (retail)
8	Original cost per student section enrollment	\$253.00 (Retail)

	<i>Add up the cost of all materials in row 7.</i>	
<b>9</b>	Average post-project cost per student section enrollment	\$25.00
<b>10</b>	Average post-project savings per student section enrollment  <i>Subtract row 9 from row 8.</i>	\$228.00
<b>11</b>	Projected total annual student savings per academic year  <i>Multiply row 10 and row 6.</i>	\$31,464.00

**Impact Notes:**

Nancy and April anticipate the savings to students enrolled in their 2621 course sections each year to be at or near \$69,264.00. If the resources are adopted by all Perimeter and GSU-Atlanta faculty the savings would be appreciably greater.

**Narrative**

**1. Project Goals**

This proposal is to transform Georgia State University-Perimeter College sections of Abnormal Psychology (PSY2621) to low-cost learning materials. The course is required for all Psychology majors and taken by many other students including but not limited to Nursing Majors. It is taught at GSU’s Perimeter College, which offers two-year associate degrees.

Goal 1 is to greatly reduce the cost of learning materials for the course, and thereby reduce students’ financial burden. As currently taught at Perimeter College, and depending on the instructor of record, the cost of the textbook will be somewhere between \$115.00 to \$238.00. This is a substantial sum for any student, but especially ours: almost 60% qualify for a Pell grant, which are only available to students from low-income households. By replacing these textbooks with low-cost materials, the proposed transformation will save GSU students approximately \$69,264.00 per academic year.

Goal 2 is to increase students’ timely access to course materials and thereby improve student success. Due to the cost of textbooks generally, many students forgo purchasing them, or wait too long to do so. This impedes their ability to complete assignments, score well on quizzes/tests, succeed in the course, and, more generally, succeed in higher education (which, of course, affects their post-education life). These student outcomes add up, resulting in higher drop/withdraw/fail (DWF) rates, lower GPAs, lower retention rates, and longer time to graduation. Thus, by bringing the cost of textbooks to no more than \$25.00 (and not to exceed \$40.00) per student, the transformation will improve student outcomes.

Goal 3 is to attract more students to the psychology profession by removing the first cost: the textbook for Abnormal Psychology. Students seek out courses with lower textbook costs; in turn, some go on to elect majors that, otherwise, they would not have selected. Georgia needs more people seeking careers in the helping profession, especially in times like these. Their job is to address needs in health, child welfare, aging services, addictions, trauma, among others.

Tying back to this section's beginning, Goal 4 is to standardize the course sections across Perimeter College. This involves not only adopting the same low-cost materials, but also (1) aligning course goals, objectives and content; (2) creating a common course "shell" in iCollege/D2L that is built to be delivered by any modality, e.g. online, hybrid, or seated; and, (3) creating a common course module in iCollege/D2L that, for instance, introduces students to the field and professions in psychology, describes the courses that students should take while earning an Associate's degree if they want to earn a Bachelor's at GSU Downtown, introduces them to faculty who can help them learn more about a career in psychology, all of which is meant to create a "pipeline" for students to transition smoothly to GSU Downtown, should they chose. Faculty teaching this course using these materials will be able to use them as they are provided or customize the materials to suit their own learning objectives and campus resources.

## **2. Statement of Transformation**

GSU's Psychology Department is working to reduce the financial woes, both during and after college, of its students. Textbooks and other learning materials are a large part of the cost. Thus, it is essential to transform its courses to low-cost.

As mentioned above for Goal 1, the course is required for all Psychology majors, plus many other students including but not limited to Nursing majors who choose to take it as an elective. Abnormal Psychology is a gateway to becoming involved in a mental health profession, plus an important way for non-majors to gain appreciation for this profession and their work

By transforming the course to a no cost or low-cost, not only will students save between \$90.00 to \$228.00 each (see Goal 1), but they should also benefit from greater academic success (see Goal 2), and help usher students to meaningful careers in the fields of psychology or other related fields (see Goal 3).

In addition to going with low-cost, we will achieve Goals 2, 3, and 4 by delivering Abnormal Psychology in an online, asynchronous format. Nancy Gup and April Crisp have substantial experience in developing and delivering such courses, which provide maximum flexibility in the pursuit of a college degree.

Regarding Goals 2 and 3: For students with multiple commitments, such as parenting or work, it can be difficult to attend seated classes. Also, for students who live not in close proximity to a Perimeter campus, especially if outside Atlanta and commuting, it takes considerable time and resources (e.g., money for gas, Marta; see Goal 1). These factors deter students from attending class, which harms the student outcomes noted previously. A practical way to counter those problems is to offer this course and all materials in an online, asynchronous format.

Regarding Goal 4: The nature of online courses, versus seated ones, makes them easier to share and adopt across instructors, making their delivery more consistent and helping to ensure all students receive the same high-quality instruction.

In summary, the potential impact of this transformation as envisioned could be significant. At the course level, transformed curriculum could increase engagement, student success and retention. The department and institution will benefit from the increased retention and student success. Access institutions in particular would benefit from using this transformed curriculum. The skills acquired in this course will lay the foundation for future courses.

### **3. Action Plan**

The project team consists of two subject matter experts: Nancy Gup and April Babb Crisp. Nancy Gup will serve as the PI for the team.

**Nancy Gup** began teaching as an Assistant Professor at GSU-Perimeter in 2008; she is delighted to have been promoted to Professor in 2020. In addition to teaching and designing psychology courses for online, face to face, and hybrid platforms, she has served since 2011 as the Curriculum Coordinator for 2621 Abnormal Psychology across all Perimeter Campuses. In most recent years, Nancy has been the instructor of record for over one-third (approximately 420 of the 1200 enrolled each year) of the students enrolled in the course 2621 at Perimeter College. Her passion and advocacy for affordable and accessible learning materials has been shown by her involvement in but not limited to: Gup, N. & Cullen, MA (Librarian Services). (2016). Open Educational Resources, at the Faculty Curriculum Committee Meeting, Clarkston Campus, Georgia Perimeter College, Atlanta, GA. Gup, N. & Green, K. (2015). Access for Individuals with Hearing Loss, Faculty Development Day, Clarkston Campus, Georgia Perimeter College, Atlanta, Ga. Served on Contribute and Review Committee, Carnegie Mellon University, Open Learning Initiative, Psychology Project, 2012-2013.

**April Babb Crisp** began teaching psychology courses part-time at the college level in 2008 for Perimeter College and was promoted to full-time in 2009. She was then promoted to Lecturer in 2014 and Senior Lecturer in 2020. April uses innovative teaching strategies in her online introductory and abnormal psychology classes and created the online course template for PSYC 2621 Abnormal Psychology in 2011.

To offer professional instructional design expertise, Martha Fulk, Learning Instructional Technologist and Designer, is the third member of the team.

**Martha Fulk** is a Lead Learning Technologist at Georgia State University's Center for Excellence in Teaching and Learning.

Sheeji Kathuria, Resource and Instructional Librarian, is the fourth member of the team.

**Sheeji Kathuria** is a Reference and Instruction Librarian at Georgia State University Perimeter College. She has over 7 years of experience working in library reference and instruction services. In a previous position she lead the library's Open Educational Resources (OER)

initiative and collaborated with the student government to adopt a campus-wide OER resolution, as well as provided outreach and developed educational materials to faculty on the benefits of adopting OER.

In addition, the team have many personnel resources at their disposal, including experts in GSU's Center for Excellence in Teaching and Learning, and the Access & Accommodations Center. They will have responsibility for undertaking the following tasks.

For this transformation, we will replace the current for-purchase textbook – used at Perimeter College – with texts and other course materials that are either no cost or low cost (not to exceed \$40.00 per student) to us and our students (among others). There are three key steps, described below.

Step 1 is to identify and review textbooks for Abnormal Psychology. To do so, we will search amazon.com and chegg.com, which are major providers of university textbooks. For the first ten books listed on each site for each course (excluding those “sponsored” on amazon.com), we will analyze their respective table of contents to identify their 1) major topics, 2) subtopics, and 3) ordering of those. The findings will be used to decide what topics and subtopics to cover in the courses, and in what order. At the same time, we will begin the process of developing the course structure, sequencing, goals, objectives, content, products, and measures.

Step 2 is curating one or more texts for each topic (including its subtopics) in Abnormal Psychology. The texts may be articles, chapters, books, or another type of publication (e.g., legal cases, government reports). To select between texts, we will take into account ALG's evaluation criteria: clarity, comprehensibility, readability, content accuracy and technical accuracy, adaptability, appropriateness, and accessibility. We will only consider texts that are low cost (not to exceed \$40.00 per student). We will take advantage of the “fair use” doctrine. USG's Fair Use Checklist will guide our use of texts that are crucial but otherwise unavailable for free to students. Should there be any uncertainty about the fair use of a particular reading, we will consult copyright experts (e.g., GSU's Gwen Spratt) about how to proceed.

As part of step 2, we will extensively evaluate potential no-cost texts to adopt in Abnormal Psychology. To prepare this ALG proposal, we made a preliminary evaluation. The results make us fully confident that we can successfully transform the course to either a no cost and/or low-cost text and achieve our goals. This is despite there being very few open textbooks for the course. Initial efforts have been made with the campus librarian to identify such materials. Our team will continue this effort through the timeline provided in this proposal. Otherwise, fortunately, there is a substantial body of solid and very relevant open educational resources that can be used as additional learning materials in developing the course. In addition to scholarly text, we will seek out a wide range of educational content, including websites, audio files, videos, and more. With the support of CETL, we will also produce original content in the forms of audio recordings, reading lists, and other materials.

Step 3. The course will be hosted on iCollege. For material that is open access or in the public domain, students will be directed to an external link that hosts the content. For works only available at no-cost via the GSU library, students will be directed to an internal link that can be



used to access the text. Should we need to use the fair use doctrine, the work will be uploaded in iCollege, with a clear warning to students that the work is copyrighted and not to be redistributed. As part of step 3, we will consult with CETL to optimize the organization and presentation of texts on iCollege. Among other considerations, this entails deciding how best to integrate and connect each text with other course activities. Nancy Gup and April Crisp will work collaboratively with Martha Fulk, the team's Lead Learning Technologist and Designer, on curriculum design and implementation throughout the transformation of 2621 Abnormal Psychology course.

With those steps complete, we will make our low-cost content publicly available in the form of LibGuides posted on GSU's website. A LibGuide is a set of webpages that directs users to resources on a particular topic or course subject. LibGuides are typically prepared by librarians and appear as university library webpages. Sheeji Kathuria, Resource and Instruction Librarian, will find OER/library/freely available materials for the course, possibly prepare/present the results at a conference or publication, organize materials into a LibGuide or other format – this could be the final product or a working document for the team, advising about OERs in general. At present, we do not intend to create course materials suitable for sharing on GALILEO Open Learning Materials. Should we create such materials, they will be shared on that website.

Faculty teaching this course using these materials will be able to use them as they are provided or customize the materials to suit their own learning objectives and campus resources.

#### **4. Quantitative and Qualitative Measures**

We will assess the successful implementation of this project by examining (1) student satisfaction and engagement, (2) specific student evaluation of the course materials, (3) student performance, and (4) course-level retention. Below we describe how we will measure each of these components. (1) Student satisfaction and engagement will be measured using two surveys. The survey includes both qualitative and quantitative components. First Survey: This survey is designed to measure student satisfaction and engagement, and it is administered by GSU to evaluate course sections each semester. We will utilize the feedback from this survey to make within-course comparisons, as well as between-course comparisons. These comparisons are possible because GSU compares averages from one section to other sections of the same course, as well as all department course sections, and all college course sections. There are two parts to the first survey, including questions that produce quantitative or qualitative data. For quantitative data, students will respond to the statement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). The statements on the survey measure both engagement and satisfaction, and are included below:

1. I attended class in accordance with the instructor's policy. [Engagement]
2. I actively worked to engage ideas that I had not considered before taking this class. [Engagement]
3. I achieved the course objectives outlined by the instructor. [Engagement]
4. The instructor followed the plan for the course as established by the syllabus. [Satisfaction]
5. The instructor explained the grading system clearly. [Satisfaction]
6. The instructor was well prepared. [Satisfaction]
7. The instructor communicated effectively. [Satisfaction]
8. The instructor was accessible to students.

[Satisfaction] 9. The instructor created an environment that helped students learn. [Satisfaction] 10. The feedback I received from the instructor on my work improved my learning. [Satisfaction] 11. The course increased my ability to critically evaluate ideas. [Satisfaction] 12. The content of this course was organized in a way that helped me learn the material. [Satisfaction] 13. I discussed ideas from this course with others outside the classroom. [Engagement] 14. This course challenged me to think. [Engagement] 15. The content of the exams and other evaluations were consistent with the material presented in the course. [Satisfaction] 16. I attended class in accordance with the instructor's policy. [Engagement] 17. I actively worked to engage ideas that I had not considered before taking this class. [Engagement] 18. I achieved the course objectives outlined by the instructor. [Engagement] 19. The instructor followed the plan for the course as established by the syllabus. [Satisfaction] Two other questions will be included for students to evaluate the course and instructor, using a scale of 1 (Poor) to 5 (Superior): 20. Considering both limitations and possibilities of the subject matter of the course, how would you rate the overall teaching effectiveness of the instructor? 21. What is your overall rating of this course? For qualitative data, students will be asked to describe "Course strengths", "Course weaknesses", "Instructor strengths", "Instructor weaknesses", "Suggestions for course improvement", "Suggestions for instructor improvement", and "Comments on classroom environment". Second survey: Another student satisfaction and engagement survey is specific to the textbook(s) and will be disseminated to transformed course sections. This survey will be located in each course section and will be delivered via iCollege during the last week of the course. This survey will generate both qualitative and quantitative data.

Items producing quantitative data will ask students to evaluate statements on a scale of 1 (Strongly disagree) to 5 (Strongly agree): 1. I think textbooks are too expensive. 2. I think the cost of textbooks is more than I can afford. 3. I think students would do better in college if textbooks were less expensive. Also part of this survey after other quantitative questions, including: 4. For this class, how much did you spend on the textbook(s)? 5. For this class, how did you obtain the textbook? (Options: I didn't obtain it, Bought/rented from bookstore, Bought/rented from online seller, Bought/rented from individual you know, Borrowed from individual you know, Borrowed physical version from the library, Free e-version via library website, Free e-version via non-library website, Other: Please describe) For the qualitative data, students will also answer the following questions: "Textbook strengths" and "Textbook weaknesses". (2) The specific student evaluation of the course materials survey will ask students to rate specific assignments and course materials within the transformed course. For quantitative data, the items on the questionnaire will be rated on scale of 1 (Strongly disagree) to 5 (Strongly agree). The items will align with the implemented specific assignment (e.g., case studies) and course materials (e.g., videos), and they will also record how much specific assignments and course materials enrich their knowledge of the course and learning about the course. For qualitative data, the open-ended questions will ask students about their "favorite" and "least favorite" assignment and course materials, as well as ask for recommendations regarding other assignments and course materials. This survey will be administered during the last week of the course and delivered through iCollege. (3) To assess student performance, students will be assessed in two ways through iCollege. The first way is using a survey and it will ask students to respond to the following questions concerning their study time and overall GPA: a) Generally, how many hours per week did you spend outside of class preparing the class? (Answers: 0 to 2, 3 to 4, 4 to 8, 9 to 14, 15 or more); and b) What is your grade point average at GSU? (Answers: 4.3

to 4.00, 3.99 to 3.75, 3.74 to 3.00, 2.99 to 2.50, 2.50-0.00, No GPA). The second way is using tests of students' knowledge about the subject matter of the course. The tests measure their learning and it will not count toward their grade in the course. The test questions reflect essential knowledge that students should be able to "take with them" after the course is complete. Tests will be administered at the beginning, midpoint, and conclusion of the course. These questions will be asked for students in the transformed courses. We will use this information to understand changes in knowledge related to the content of the course throughout the semester. (4) Course-level retention will be assessed in transformed courses. The data is stored in the University Data Warehouse. For each course section, a daily record of how many students dropped or added, the number of students who failed, and the number of students who withdrew will be measured. We plan to use this information to understand various factors and how these factors shape the effect of textbook costs of retention rates.

## 5. Timeline

- **October 23, 2020: Notification of award**
- **October 31, 2020, 9am-3pm: Kickoff Meeting**
- **November 2020-August 2021:**
  - **(1) Compile textbooks and conduct a content analysis of their chapter and section contents, focusing on topic coverage and order in which topics are covered. Also, map learning objectives to multiple-choice questions that reflect the essential knowledge that students should "walk away with" from taking the course.**
  - **(2) Based on findings, decide which topics to cover and in what order; identify, review, and select new reading materials; curate and develop non-reading materials; upload materials to iCollege. Consult with CETL to optimize organization/presentation of materials on iCollege; consider incorporation of other non-reading materials; and develop/integrate them as appropriate.**
- **July 2021-Upload tests on the knowledge to "walk away with" for course; put everything in place that will be needed for data entry (e.g., data labels in statistical software program).**
- **August 2021: At semester start, administer "walk away with" tests; enter results into a dataset.**
- **Fall 2021: Begin delivering transformed course.**
- **October 2021: At semester midpoints, administer "walk away with" tests; enter results into a dataset.**
- **December 2021: At semester end, administer "walk away with" tests; provide students with student satisfaction survey that is specific to learning materials; enter those results, those from GSU-wide student satisfaction survey, and information on IPORT into dataset.**
- **December 2021: Submit Final Report, Publish LibGuide.**
- **Spring 2022 onward: Continue gathering data; refine course each semester based on feedback.**

## 6. Budget

The requested budget is \$20,000. This total breaks down as follows:

Each faculty team member will receive \$3,703 in summer salary plus \$1,297 in fringe benefits for a total of \$5,000 per faculty member. Two faculty members x \$5,000 each =\$10,000.

The Resource and Instructional Librarian and Lead Learning Technologist and Designer are 12-month employees and will receive \$3,703 in salary buyout plus \$1,297 in fringe benefits for a total of \$5,000 per person. Two team members x \$5,000 each =\$10,000.

1. Nancy Gup \$5,000.
2. April Babb Crisp \$5,000.
3. Martha Fulk \$5,000.
4. Sheeji Kathuria \$5,000.

TOTAL REQUEST=\$20,000

## 7. Sustainability Plan

As outlined in the Statement of Transformation section, the proposed project will have a lasting impact on GSU-Perimeter students. Abnormal Psychology is offered every fall, spring, and summer semester with sections consistently making enrollment. It will continue to be offered for the foreseeable future. When the project is complete, we hope that all sections of 2621 Abnormal Psychology at Perimeter College will have the distinction of being offered as no to low cost affordable learning options.

Post-transformation, the course will be continually updated. Because multiple instructors will adopt the same version of the course, they can – and will – efficiently identify and act on ways to improve it, semester by semester. Moreover, this project will provide useful insight, and serve as a good example, for transforming other psychology courses to low-cost or no-cost. The Department of Cultural & Behavioral Science, Psychology Program, is committed to this pursuit.

### Creative Commons Terms

*I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

## Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the [Request for Proposals](#).*

## Letter of Support

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

John C Redmond, Chair, Department of Cultural & Behavioral Science

## Grants or Business Office Letter of Acknowledgment

*Please provide the name and title of the grants or business office representative who provided you with the Letter of Acknowledgment.*

Glenn Pfeifer, Director, Grants Development and Administration

*Our team has met with the Grants Office to discuss our proposed plans and their approval to go forward has been confirmed.*