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# Application Summary

## Competition Details

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<b>Competition Title:</b>	Textbook Transformation Grants, Round Fourteen (2019-2020)
<b>Category:</b>	University System of Georgia
<b>Award Cycle:</b>	Round 14
<b>Submission Deadline:</b>	04/09/2019 at 11:59 PM

## Application Information

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<b>Submitted By:</b>	Cyntoria Johnson
<b>Application ID:</b>	3384
<b>Application Title:</b>	450
<b>Date Submitted:</b>	04/09/2019 at 8:23 AM

## Personal Details

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<b>Institution Name(s):</b>	Georgia State University
<b>Applicant First Name:</b>	Cyntoria
<b>Applicant Last Name:</b>	Johnson
<b>Applicant Email Address:</b>	cjohnson5@gsu.edu
<b>Applicant Phone Number:</b>	404-413-1022
<b>Primary Appointment Title:</b>	Clinical Assistant Professor
<b>Submitter First Name:</b>	Cyntoria
<b>Submitter Last Name:</b>	Johnson
<b>Submitter Email Address:</b>	cjohnson5@gsu.edu
<b>Submitter Phone Number:</b>	404-413-1022
<b>Submitter Title:</b>	Clinical Assistant Professor

## Application Details

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### Proposal Title

450

### Final Semester of Project

Spring 2020

### Requested Amount of Funding

10,800

### Type of Grant

No-or-Low-Cost-to-Students Learning Materials

**Course Title(s)**

American Criminal Courts

**Course Number(s)**

CRJU 2700

**Team Member 1 Name**

Cyntoria Johnson

**Team Member 1 Email**

cjohnson5@gsu.edu

**Team Member 2 Name**

Thaddeus L Johnson

**Team Member 2 Email**

tjohnson230@gsu.edu

**Team Member 3 Name**

**Team Member 3 Email**

**Team Member 4 Name**

**Team Member 4 Email**

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

**Sponsor Name**

Dr. Dean Dabney

**Sponsor Title**

Department Chair

**Sponsor Department**

Department of Criminal Justice & Criminology

**Original Required Commercial Materials (title, author, price)**

Neubauer, D. and Fradella, H., America's Courts and the Criminal Justice System, Wadsworth Publishing Co., 2017, 13th ed.

\$119.99 plus tax and shipping costs

(\$263.95 bundle price)

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

100

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

3

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

300

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

100

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

100

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

100

**Original Total Cost per Student**

\$119.99 plus tax and shipping costs (\$263.95 bundle price)

**Post-Project Cost per Student**

\$0.00

**Post-Project Savings per Student**

\$119.99 plus tax and shipping costs (\$263.95 bundle price)

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

\$35,997

**Using OpenStax Textbook?**

Yes

**Project Goals**

Using this Affordable Textbook Transformation Grant, we plan to transform CRJU 2700: American Criminal Courts from a face-to-face instructional format to a larger online section using a free, open access textbook. The primary goals of this transformation project are three-fold: (1) to reduce textbook costs to students; (2) to provide quality and consistent course offerings in a flexible online format; and (3) to increase enrollment caps to meet high student demand without sacrificing quality of instruction.

### **Goal 1: To Reduce Textbook Costs for Students.**

First, the primary goal of this project is to replace an expensive commercial textbook with free, open, and accessible educational resources that are available online. Georgia State University ranks among the most diverse institutions across the U.S., serving students from various racial, ethnic, geographic and socioeconomic backgrounds. We are a multicultural university with 7 campuses located across the metropolitan Atlanta region. The bulk of our incoming students (77%) receive some type of need-based financial assistance (U.S. News & World Report 2019). Over half (57%) of our incoming freshmen alone, qualify for federal grants based on low-income levels (College Factual 2019). Even with federal loans, grants and scholarships, the majority of our degree-seeking students (72%) still experience unmet financial need, as evidenced by 12,000+ Panther Retention Grants awarded over the past six years (GSU Student Success Programs 2019). We make a conscious effort to bridge the economic gap by making a college education accessible to all students from all backgrounds.

In previous sections of Criminal Courts, we noticed that some students came to class unprepared and disengaged. After working with the students one-on-one and taking time to peel back the layers of this issue, we discovered that many of them simply could not afford to purchase the text and were navigating the course in other ways (e.g., library reserves, sharing with peers, delaying their purchase until financial aid was disbursed, etc.). The required textbook was central to the learning objectives of the course. Students who lacked access to this fundamental learning resource tool experienced difficulty learning key concepts, engaging with the material in a meaningful way, keeping up with related assignments, and completing the course successfully. Those who performed poorly throughout the semester ended up dropping or failing the course. Based on the increasing number of students in this situation, we were inspired to become innovative in developing a solution to address this ongoing issue.

We plan to incorporate free, open and/or library-licensed resources (e.g., open access textbook, journal articles, caselaw, and audiovisual materials) into the Criminal Courts course. The commercial textbook was a very expensive requirement to place on students who were already struggling financially just to have a seat in the course. Replacing the commercial textbook with no-cost, yet comparable learning materials will save students over \$119.99 per semester and allows them immediate access to the textbook and other learning resources at the very beginning of the semester. Due to this textbook transformation initiative, we project a total cost savings of \$35,997 per academic year at GSU (\$119.99 plus tax and shipping x 100 students x 3 sections).

### **Goal 2: To Pedagogically Transform Course from Face-to-Face to Online.**

In addition to eliminating expensive commercial textbook costs to students, a second goal of this project is to redesign the face-to-face instructional format into an online format. Criminal Courts is a popular course which attracts criminal justice students, particularly those who elect the Legal Track concentration, as well as interested students from other related disciplines (e.g., political science, sociology, public policy, pre-law). This transformation project will allow the Department of Criminal Justice and Criminology to provide quality and consistent course offerings in a flexible online format. The asynchronous nature of the course is advantageous over the face-to-face approach for several reasons: (1) it accommodates students with hectic schedules and other obligations that impede their physical attendance (e.g., student athletes, working professionals, and other nontraditional students); (2) it removes the stark competition for enrolling in limited classroom seats by doubling the enrollment caps; and (3) it provides web-based delivery options to accessible course content for students with disabilities.

This pedagogical transformation project will shift the course delivery away from the dreaded traditional lecture/regurgitation style to incorporate more collaborative learning methodologies in the online version. We will augment assessments to incorporate active learning assignments that encourage critical thinking and foster community-style learning through both student-instructor and peer interaction in the online environment. In redesigning this course, we will prioritize the student learning objectives in ways that accommodate different learning styles and abilities, while still maintaining the integrity and rigor of the course. We expect this pedagogical transformation to enhance overall student engagement, yield higher enrollments, and improve student retention and graduation rates. We also anticipate improved student satisfaction with both the affordable learning materials and online delivery style.

### **Goal 3: To Meet High Student Demand for Popular Course.**

A third, related goal of this project is to provide more access for students to enroll in this popular, high demand core course each semester. More undergraduate students seek to enroll in Criminal Courts than we have spaces available in the current face-to-face sections. The current enrollments are capped at 60, and these seats typically fill very quickly once the schedule posts online. This inherently creates competition among students who scramble to register

for the limited classroom seats. Students often email instructors asking to overload into the course, but we cannot accommodate more students than the fire code allows for the designated classroom space. These obstacles negatively impact students' progress towards graduation and can be quite frustrating for students who seek to complete their lower-division core requirements of the criminal justice major. We seek to double the capacity of the course from 60 to 100 students per semester in the online section to accommodate the needs of our growing student population.

**Statement of Transformation**

We plan to redesign Criminal Courts to address several departmental issues with three primary goals in mind: (1) to reduce textbook costs to students; (2) to provide quality course offerings consistently in a flexible online format; and (3) to increase enrollment caps to meet high student demand.

Currently, the Department of Criminal Justice & Criminology offers Criminal Courts as a required lower-division core undergraduate course. We typically offer at least two sections of the course three times per academic year (fall, spring and summer). We plan to redesign the traditional face-to-face section into a larger online section with increased enrollments (from 60 to 100). The course has traditionally been taught by faculty instructors who hold a Juris Doctor and who have extensive legal experience. Criminal Courts is a high demand course since it is required for all criminal justice majors. This course is highly attractive to increasing numbers of undergraduate students across other disciplines (e.g., political science, public policy, pre-law, etc.) who wish to continue their studies in law school or pursue careers in law enforcement, public policymaking, court administration, corrections, etc.

This pedagogical transformation project will be informed by evidence-based practices in the scholarship of teaching and learning. First, we will focus on identifying and organizing no-cost source materials, scholarly readings, and other existing course content available using GALILEO Open Learning Materials and USG libraries. We will also incorporate relevant video clips from Kanopy and Films on Demand to reinforce and apply the theoretical concepts in the course. We will then create relevant activities and assignments that assess student learning outcomes and align with the overall program objectives of the undergraduate criminal justice program. We will restructure the course syllabus to include specific instructions, expectations, deadlines, etc. A tentative draft of the course syllabus schedule is provided as a framework for the newly transformed online course.

Team members will use iCollege (powered by Desire2Learn's Brightspace) as the online learning environment and repository for the course materials. The online Criminal Courts course will be restructured into modules based on various topics (e.g., federal/state courts, courtroom actors, plea bargaining, sentencing, etc.). The modules will include: links to free accessible course readings, applicable judicial court decisions, links to video clips and supplemental resources, recorded lectures highlighting the main takeaways, and assignments with clear instructions and deadlines. We will collaborate with instructional designers in the Center for Excellence and Teaching and Learning at GSU to create short mini-lecture videos highlighting the main takeaways from the readings. Smart technology platforms— such as Kaltura and Panopto— allow instructors to record, edit, upload, and webcast videos within the iCollege course. These voiceover lecture recordings can be closed-captioned to assist learners with disabilities. These learning tools and resources will be available to students as they navigate through the weekly modules and as a review tool as they prepare for exams throughout the semester.

We also plan to bridge the gap between theory and practice through discussion board threads and active learning activities throughout the semester. We will integrate exercises focused on real-life criminal cases and current events in the local and national news. These critical thinking assignments encourage students to apply the learning materials to the caselaw, hypothetical vignette scenarios, and/or video clips relevant to the module topic. For example, students will be given access to documentaries such as PBS Frontline's "The Plea" and Kanopy's video clip "Broken on All Sides" (available in USG library databases) when we study respective modules on plea bargaining and sentencing/mass incarceration. Students will be asked to reflect on and articulate their thoughts on various writing prompts related to the criminal courts modules. This transformation grant will provide team members with the time and support to redesign and customize Criminal Courts from a traditional face-to-face approach to an online format.

### **Impact of This Transformation Project on Stakeholders**

Ultimately, this transformation project will impact three major stakeholders at Georgia State University— the institution, faculty and students.

**Institution.** Georgia State University is a nationally recognized leader in student success for a host of reasons including improved graduation rates, early intervention, etc. (<https://success.gsu.edu/approach/>). GSU also holds distinguished national ranks as #2 Most Innovative University and #2 in Best Undergraduate Teaching (U.S. News & World Report 2019). If GSU is to stay true of its mantra – that students from all backgrounds can succeed – then it requires us to level the playing field by making education accessible for all students, regardless of race, ethnicity, or income. We have the opportunity (and obligation) to build upon this national reputation by removing financial barriers for our unique student body. This transformation project is a step in the direction of prioritizing student success by eliminating achievement gaps. This newly designed online course will enhance productivity and save money without sacrificing quality of instruction or negatively impacting student learning outcomes (Croteau 2017). This project will force us to reexamine the needs of our uniquely diverse student population and recreate effective solutions to address those needs at the institutional level. Because we plan to continue offering this newly transformed course (affordable textbook option with online delivery) in the future, we expected the major outcomes to include increased student success, progression, retention and graduation rates.

**Faculty and Graduate Students.** This initiative will be beneficial for faculty because it challenges us to be more innovative in honing our craft and delivering high quality online instruction. The plan also challenges us to reconsider

our attitudes about textbook selections and critically examine the impact of our own choices on students' ability to learn (Harley et al. 2009). It also provides an opportunity for us to reexamine our course goals and strategies, consistently update our course material, and enhance our own knowledge of the subject matter during the transformation process. This plan can motivate faculty to take advantage of professional development trainings and workshops in order to learn and integrate new technology into the learning environment. We plan to make the newly developed course materials available to other online instructors to use as a guide for redesigning their own courses. We can also train current Ph.D. students who wish to gain teaching experience by allowing them to shadow faculty instructors during the development and initial implementation stages of this project. This plan will enable graduate students to transition easily into the prepped online course with ready-to-deliver materials.

**Undergraduate Students.** This affordable learning project will save hundreds of out-of-pocket dollars for undergraduate students, many of whom struggle financially with college expenses. Students will be able to enroll in this popular, high demand course with increased caps without having to compete for limited classroom space. Having access to a free textbook at the very beginning of the semester, students will be able to hit the ground running with the material, take ownership of their own learning very early on, and improve their self-discipline and academic achievement. Also, the transformed course will benefit students who have diverse abilities that impact how they learn. The flexible asynchronous online format is convenient and ideal for nontraditional students, working professionals, athletes and students with other time constraints. Since the open access materials remain accessible beyond the duration of the course, students will be able to continue their learning and reference this material as they transition into their advanced study programs and/or professional careers. Finally, we anticipate increased student satisfaction since we are centering their needs throughout this process and facilitating a collaborative, engaged learning community (Walker and Kelly 2007).

## **Transformation Action Plan**



Both team members bring unique skillsets to this transformation project. Throughout this transformation project, both team members will act as partners, communicating and meeting regularly. We will collaborate together on various activities such as outlining the course syllabus, building out the weekly modules with accessible course content, developing innovative active learning activities and discussion writing prompts relevant to the various criminal court topics. Both teammates will work together on compiling and analyzing the quantitative and qualitative measures as well as the final reporting for this transformation project.

**Project Lead.** Cyntoria Johnson holds a Juris Doctor and has extensive legal experience. She has taught Criminal Courts numerous times since 2011 as well as other courses in our Legal Track concentration. She holds a Certificate in Mastering Online Teaching and leads GSU's Faculty Teaching-and-Learning Community on large enrollment instruction through the Center for Teaching and Learning. As the Department's Associate Undergraduate Coordinator, she works closely with the undergraduate and scheduling committees tasked with managing the undergraduate curriculum, teaching assignments, student advisement, etc. Professor Johnson will serve as both subject matter expert and instructor of record on this project, focusing on the pedagogical design, development and delivery of the online Criminal Courts course during Fall Semester 2019. She will implement the transformed course, record lectures, grade assessments, and interact with students in the online learning environment.

**Team Member.** Thaddeus L. Johnson is a former police officer and Ph.D. candidate in the Department of Criminal Justice & Criminology in the Andrew Young School of Policy Studies at Georgia State University in Atlanta, GA. An Andrew Young Fellowship recipient, Mr. Johnson's research interests include urban violence, police professionalism, and police behavior. His most recent work appears in the Criminal Justice Policy Review. He regularly teaches CRJU 2700: American Criminal Courts and CRJU 2110: Policing in America, which are required core undergraduate courses in our department. Thaddeus Johnson will also serve as the instructor of record and co-instructional designer on this project tasked with locating and compiling high quality open source content and digital media from GALILEO Open Learning Materials and USG libraries. He will help to manage and organize the content of the course and post relevant resources on iCollege in electronic, accessible and printable formats and organized by topic for the weekly modules. After shadowing Professor Cyntoria Johnson during the initial development and implementation stages of this transformation, Thaddeus Johnson will then teach the newly transformed online section during the following Spring Semester 2020.

### **Preliminary evaluation of currently existing OER for adoption**

After a preliminary evaluation of currently existing OER course materials, we have not been successful in locating many free, open access textbook options comparable to the previously required commercial textbook. This simply means that we will need to be creative to identify and compile affordable, quality course materials from various sources in order to transform the course. Although we have found no OER textbook specifically on American Criminal Courts, we have identified several open-access resources with relevant content that can be used to teach the courses. The first free textbook option, Outline of the U.S. Legal System, (ISBN: 9781616100605) includes eight chapters on the history and organization of state and federal courts, jurisdictional boundaries, and the role of courtroom actors such as prosecutors, judges, and interest groups. The public domain textbook was published by the United States Department of State and is available online through the University of Florida in downloadable PDF format at: <http://ufdc.ufl.edu/AA00011695/00001>. The text also includes the full text of the U.S. Constitution along with Amendments, a glossary of key terms, and references to other useful readings and websites. This textbook option will be very useful for the first half of the course, which covers historical and foundational information about criminal courts. This resource does not cover the dynamics of plea bargaining and the latter stages of the typical criminal court process.

The second textbook option for this project is Courts and Society in the United States by Margaret Stevenson, recipient of the Textbook Alternatives Project through Affordable Learning Solutions. This public domain textbook is available online, free of charge in downloadable (digital and printable) formats at <https://scholarworks.sjsu.edu/oer/2/>. This OER text is made available through San Jose State University's ScholarWorks. This resource includes a compilation of readings, PowerPoints, charts, judicial court decisions, and links to court-related websites.

Finally, the Center for Computer-Assisted Legal Instruction (CALI) has compiled over 1,000 interactive, web-based lessons related to Criminal Courts, which are available at <https://www.cali.org/search/site/criminal%20courts>. This collection of study aids and resources cover topics relevant to the Criminal Courts course: federal courts, sentencing and punishment, plea and discovery, the exclusionary rule, double jeopardy, trial by jury, etc. CALI also offers podcasts with useful information for students on time management, preparing for exams, developing outlines for class, etc. CALI Lessons are free and open to people affiliated with CALI member organizations, such as Georgia State University College of Law. The lessons are learning tools primarily geared towards first-year law students who already have a basic foundation of criminal courts and need additional help in mastering various concepts. CALI lessons typically take about 20-30 minutes for students to complete, and they will have unlimited access to the learning tools. We may consider using select material as an optional, supplemental resource for undergraduate students to get more practice with learning the course concepts and/or as a review tool as students prepare for their exams.

These OER options will be evaluated based on several factors—cost, accessibility, current relevance, comprehensiveness, and appropriateness for the undergraduate level. Once materials are selected from the available options, team members will collaborate to decide on major themes/modules for the course content. We will then organize the required course readings, supplemental learning resources, and corresponding activities and assessments in line with the module themes.

### **Plan for providing open access to the new course materials**

The current learning management system at Georgia State is iCollege (powered by Desire2Learn's Brightspace), and we will use this platform as the online learning environment for Criminal Courts. It also is free and user-friendly, and students typically access and navigate iCollege for other courses as well. The system has content modules where course material can be posted, edited and saved for subsequent terms. Instructors can provide feedback on assessments and post grades so that students can monitor their progress in the course at any time throughout the semester. Both team members will have access to the course in iCollege.

Features in iCollege allow instructors to create web-based course materials that are captioned and accessible to assist international students, second language learners and students with a variety of disabilities: visual, hearing, motor, cognitive, and age-related impairments (CETL Mastering Accessibility course, Module 1). Also, iCollege provides innovative technology to engage with students outside the traditional classroom setting. For example, VoiceThread allows us to liven up the discussions boards beyond just text to include audiovisual student responses. WebEx can be used to collaborate with groups of students during review sessions and individually during virtual office hours.

We plan to solicit and incorporate anonymous student feedback in order to improve this course and its materials as we go along. In addition, we will gather and analyze quantitative and qualitative data to assess the impact of this transformation project on student satisfaction, success, and retention. Team members will meet at the end of the semester to discuss these measures and will evaluate the necessary changes to be made to the course for subsequent semesters. At the end of the project, we will submit a final report narrating our transformation project and detailing our specific measures of impact. Ultimately, we plan to share these findings with interested colleagues, present at pedagogical conferences, and use this transformation project as a model to help train other Ph.D. students to develop and teach online criminal justice courses.

### **Quantitative & Qualitative Measures**

To determine the transformation project's effectiveness, team members will measure student performance, student satisfaction, and course-level retention using five separate quantitative and qualitative measures. We will gather and analyze this data to submit in the final report.

**GIFT Report.** The first quality measure will be the Group Instructional Feedback Technique (GIFT) administered by GSU's Center for Excellence in Teaching and Learning. The assessment is conducted by a CETL representative directly with the students without the instructor being present. This measure provides a mid-semester report detailing students' overall perceptions of the course, what improves their learning, and specific suggestions for enhancing the quality of the course. The benefit of this measure is that the instructor receives anonymous constructive feedback from students half-way through the semester, which allows changes to be made before the semester ends.

**Student Evaluations.** The second quality measure will be the Student Evaluation of Instructor data at the end of the semester. This survey provides both quantitative and qualitative data from students regarding overall teaching effectiveness, preparedness, availability of tools and resources, and organization of course content, etc. Students rate the course and instructor and can provide comments on this survey as well. This data is made available to instructors of record 10 days after grade submission.

**Keeps and Kicks Survey.** Third, team members will seek informal feedback from students by administering the Keeps and Kicks Survey during the last week of the course. A working draft of this survey instrument is included with this proposal. The anonymous survey measures student satisfaction using open-ended questions about what students liked and disliked about the course materials and delivery. Since the redesigned Criminal Courts course will be taught online, the Keeps and Kicks assessment will be structured as an anonymous survey either on iCollege or Qualtrics. Since the exercise is not for a grade and submitted anonymously, students will be encouraged to provide candid and constructive feedback so the course can be improved for their peers who subsequently take the course.

**Student Performance Data.** The fourth quality measure will be the final grade distributions for each semester the course is taught. We will report the mean, median and mode scores.

**DWF Rates.** Finally, we will report the number and percentage of students who drop, withdraw, or fail for each semester that the newly transformed online course is taught. We plan to compare the DWF rates of the new online course with previous face-to-face sections of Criminal Courts as well.

## Timeline

The major milestones of activities during this transformation project are detailed below:

### **April – May 2019**

Notification of grant award and commencement of transformation project

Attend kick-off training/implementation meeting

Review scholarship of teaching and learning literature, particularly best practices and innovations in online instruction

Enroll in professional development workshops tailored to online instruction

### **June – July 2019**

Review student learning outcomes and align with overall criminal justice program objectives

Review and adopt existing free, open-access, accessible textbook and course material

Redesign face-to-face course into online format

Locate, compile and organize teaching materials on iCollege by content themes/modules

Develop course materials (syllabus, readings, assignments, active learning activities, test bank)

Consult with GSU's Center for Teaching and Learning to record mini lectures and customize multimedia and PowerPoint presentations

### **August – December 2019**

Teach the newly designed online Criminal Courts course for the fall semester (Cyntoria Johnson)

Gather and analyze qualitative and quantitative data and student feedback

### **January – May 2020**

Integrate previous semester's feedback and suggestions into the course

Teach the online Criminal Courts course for the spring semester (Thaddeus Johnson)

Gather and analyze qualitative and quantitative data and student feedback

Create and submit final ALG report

Share findings with colleagues, Ph.D. students in training, and at pedagogically oriented conferences

### **Budget**

Team members will work on this transformation project above and beyond their normal workload duties, and thus, request extra compensation for their efforts. The requested budget for this transformation project is \$10,800, to include the following:

Overload compensation for Cyntoria Johnson: \$5,000

Overload compensation for Thaddeus Johnson: \$5,000

Project supplies/travel expenses: \$800

Total: \$10,800

### **Sustainability Plan**

Going forward, team members plan to continuously improve this course, incorporate student feedback, and share pedagogical strategies with others. We will review and update the course materials to ensure the content is still relevant and accurate and the website links are still viable. We will maintain the Criminal Courts course material on iCollege, which can easily be shared with other instructors in the future. We remain willing to share the outcomes of this project with interested faculty at brown bag professional development sessions as well as pedagogically oriented conferences (e.g., GSU's Annual Conference on Scholarly Teaching, Academy of Criminal Justice Sciences). This transformation project can be used as a model to help train graduate students to develop and teach online criminal justice courses. We will consider expanding this transformation project to other high demand courses within the department, particularly the core, required courses.

## **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.



**ANDREW YOUNG SCHOOL**  
OF POLICY STUDIES

April 4, 2019

To the members of the review committee:

I am writing in support of Cyntoria Johnson and Thaddeus Johnson's proposal to transform American Criminal Courts (CRJU 2700) into an online format in accordance with the Affordable Learning Georgia Textbook Transformation Grant program. CRJU 2700 is a required class for criminal justice majors with robust levels of student demand. This team sponsored proposal is entirely sustainable and the department is committed to scheduling two sections of the course to be taught in the proposed format at least twice in the twelve months following an award designation. I am sufficiently convinced that the proposed course revision will offer major cost savings to students, increased enrollments, and improved student success (as measured via retention, progression and graduation rates). Such initiatives are directly in line with the strategic mission of the department, college, and university to provide cost-effective course offerings to non-traditional students. We consider professor Cyntoria Johnson to be one of the department's full-time master teachers who has the sort of practical and classroom experience in the course subject matter and acumen with online course delivery to yield success in this endeavor. Thaddeus Johnson is one of our up and coming stars and I have full confidence in his abilities as well. Moreover, the migration of CRJU 2700 into a low cost, online format offers important potential to be used as a model tool to train Ph.D. students in the department to develop and teach undergraduate courses.

Kind regards,

A handwritten signature in black ink, appearing to read "Dean Dabney".

Dean Dabney  
Professor and Chair

# Textbook Transformation Grants, Round Fourteen (Summer 2019 –Summer 2020)

## Proposal Form and Narrative

### Notes

- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech's InfoReady Review. The link to the online application is on the [Round 14 RFP Page](#).
- The italic text we provide is meant for clarifications and can be deleted.

### Applicant, Team, and Sponsor Information

The **applicant** is the proposed Project Lead for the grant project. The **submitter** is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant – if so, leave the submitter fields blank.

Institution(s)	Georgia State University
Applicant Name	Cyntoria Johnson
Applicant Email	cjohnson5@gsu.edu
Applicant Phone #	404-413-1022
Applicant Position/Title	Clinical Assistant Professor
Submitter Name	
Submitter Email	
Submitter Phone #	
Submitter Position	

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.

	Name	Email Address
Team Member 1	Cyntoria Johnson	cjohnson5@gsu.edu
Team Member 2	Thaddeus Johnson	tjohnson230@gsu.edu
Team Member 3		
Team Member 4		
Team Member 5		
Team Member 6		
Team Member 7		
Team Member 8		

If you have any more team members to add, please enter their names and email addresses in the text box below.

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Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Dr. Dean Dabney, Department Chair Department of Criminal Justice & Criminology Georgia State University
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## Project Information and Impact Data

<b>Title of Grant Project</b>	American Criminal Courts
<b>Type of Grant</b>	<i>"No-or-Low-Cost-to-Students Learning Materials,"</i>
<b>Requested Amount of Funding</b>	\$10,800
<b>Course Names and Course Numbers</b>	CRJU 2700: American Criminal Courts (hereinafter "Criminal Courts")
<b>Final Semester of Project</b>	<i>Spring 2020</i>
<b>Average Number of Students Per Course Section Affected by Project</b>	100
<b>Average Number of Sections Affected by Project in One Academic Year</b>	3
<b>Total Number of Students Affected by Project in One Academic Year</b>	300
<b>Average Number of Students Affected per Summer Semester</b>	100
<b>Average Number of Students Affected per Fall Semester</b>	100
<b>Average Number of Students Affected per Spring Semester</b>	100
<b>Title/Author of Original Required Materials</b>	Neubauer, D. and Fradella, H., <u><i>America's Courts and the Criminal Justice System</i></u> , Wadsworth Publishing Co., 2017, 13th ed.
<b>Original Total Cost Per Student</b>	\$119.99 plus tax and shipping costs (\$263.95 bundle price)
<b>Post-Project Cost Per Student</b>	\$0.00
<b>Post-Project Savings Per Student</b>	\$119.99 plus tax and shipping costs (\$263.95 bundle price)
<b>Projected Total Annual Student Savings Per Academic Year</b>	\$35,997
<b>Using OpenStax Textbook?</b>	No





# Narrative Section

## 1. Project Goals

Using this Affordable Textbook Transformation Grant, we plan to transform CRJU 2700: American Criminal Courts from a face-to-face instructional format to a larger online section using a free, open access textbook. The primary goals of this transformation project are three-fold: (1) to reduce textbook costs to students; (2) to provide quality and consistent course offerings in a flexible online format; and (3) to increase enrollment caps to meet high student demand without sacrificing quality of instruction.

### **Goal 1: To Reduce Textbook Costs for Students.**

First, the primary goal of this project is to replace an expensive commercial textbook with free, open, and accessible educational resources that are available online. Georgia State University ranks among the most diverse institutions across the U.S., serving students from various racial, ethnic, geographic and socioeconomic backgrounds. We are a multicultural university with 7 campuses located across the metropolitan Atlanta region. The bulk of our incoming students (77%) receive some type of need-based financial assistance (U.S. News & World Report 2019). Over half (57%) of our incoming freshmen alone, qualify for federal grants based on low-income levels (College Factual 2019). Even with federal loans, grants and scholarships, the majority of our degree-seeking students (72%) still experience unmet financial need, as evidenced by 12,000+ Panther Retention Grants awarded over the past six years (GSU Student Success Programs 2019). We make a conscious effort to bridge the economic gap by making a college education accessible to *all* students from *all* backgrounds.

In previous sections of Criminal Courts, we noticed that some students came to class unprepared and disengaged. After working with the students one-on-one and taking time to peel back the layers of this issue, we discovered that many of them simply could not afford to purchase the text and were navigating the course in other ways (e.g., library reserves, sharing with peers, delaying their purchase until financial aid was disbursed, etc.). The required textbook was central to the learning objectives of the course. Students who lacked access to this fundamental learning resource tool experienced difficulty learning key concepts, engaging with the material in a meaningful way, keeping up with related assignments, and completing the course successfully. Those who performed poorly throughout the semester ended up dropping or failing the course. Based on the increasing number of students in this situation, we were inspired to become innovative in developing a solution to address this ongoing issue.

We plan to incorporate free, open and/or library-licensed resources (e.g., open access textbook, journal articles, caselaw, and audiovisual materials) into the Criminal Courts course. The commercial textbook was a very expensive requirement to place on students who were already struggling financially just to have a seat in the course. Replacing the commercial textbook with no-cost, yet comparable learning materials will save students over \$119.99 per semester and allows them immediate access to the textbook and other learning resources at the very

beginning of the semester. Due to this textbook transformation initiative, we project a total cost savings of \$35,997 per academic year at GSU (\$119.99 plus tax and shipping x 100 students x 3 sections).

**Goal 2: To Pedagogically Transform Course from Face-to-Face to Online.**

In addition to eliminating expensive commercial textbook costs to students, a second goal of this project is to redesign the face-to-face instructional format into an online format. Criminal Courts is a popular course which attracts criminal justice students, particularly those who elect the Legal Track concentration, as well as interested students from other related disciplines (e.g., political science, sociology, public policy, pre-law). This transformation project will allow the Department of Criminal Justice and Criminology to provide quality and consistent course offerings in a flexible online format. The asynchronous nature of the course is advantageous over the face-to-face approach for several reasons: (1) it accommodates students with hectic schedules and other obligations that impede their physical attendance (e.g., student athletes, working professionals, and other nontraditional students); (2) it removes the stark competition for enrolling in limited classroom seats by doubling the enrollment caps; and (3) it provides web-based delivery options to accessible course content for students with disabilities.

This pedagogical transformation project will shift the course delivery away from the dreaded traditional lecture/regurgitation style to incorporate more collaborative learning methodologies in the online version. We will augment assessments to incorporate active learning assignments that encourage critical thinking and foster community-style learning through both student-instructor and peer interaction in the online environment. In redesigning this course, we will prioritize the student learning objectives in ways that accommodate different learning styles and abilities, while still maintaining the integrity and rigor of the course. We expect this pedagogical transformation to enhance overall student engagement, yield higher enrollments, and improve student retention and graduation rates. We also anticipate improved student satisfaction with both the affordable learning materials and online delivery style.

**Goal 3: To Meet High Student Demand for Popular Course.**

A third, related goal of this project is to provide more access for students to enroll in this popular, high demand core course each semester. More undergraduate students seek to enroll in Criminal Courts than we have spaces available in the current face-to-face sections. The current enrollments are capped at 60, and these seats typically fill very quickly once the schedule posts online. This inherently creates competition among students who scramble to register for the limited classroom seats. Students often email instructors asking to overload into the course, but we cannot accommodate more students than the fire code allows for the designated classroom space. These obstacles negatively impact students' progress towards graduation and can be quite frustrating for students who seek to complete their lower-division core requirements of the criminal justice major. We seek to double the capacity of the course from 60 to 100 students per semester in the online section to accommodate the needs of our growing student population.

## 2. Statement of Transformation

We plan to redesign Criminal Courts to address several departmental issues with three primary goals in mind: (1) to reduce textbook costs to students; (2) to provide quality course offerings consistently in a flexible online format; and (3) to increase enrollment caps to meet high student demand.

Currently, the Department of Criminal Justice & Criminology offers Criminal Courts as a required lower-division core undergraduate course. We typically offer at least two sections of the course three times per academic year (fall, spring and summer). We plan to redesign the traditional face-to-face section into a larger online section with increased enrollments (from 60 to 100). The course has traditionally been taught by faculty instructors who hold a *Juris Doctor* and who have extensive legal experience. Criminal Courts is a high demand course since it is required for all criminal justice majors. This course is highly attractive to increasing numbers of undergraduate students across other disciplines (e.g., political science, public policy, pre-law, etc.) who wish to continue their studies in law school or pursue careers in law enforcement, public policymaking, court administration, corrections, etc.

This pedagogical transformation project will be informed by evidence-based practices in the scholarship of teaching and learning. First, we will focus on identifying and organizing no-cost source materials, scholarly readings, and other existing course content available using GALILEO Open Learning Materials and USG libraries. We will also incorporate relevant video clips from *Kanopy* and *Films on Demand* to reinforce and apply the theoretical concepts in the course. We will then create relevant activities and assignments that assess student learning outcomes and align with the overall program objectives of the undergraduate criminal justice program. We will restructure the course syllabus to include specific instructions, expectations, deadlines, etc. A tentative draft of the course syllabus schedule is provided as a framework for the newly transformed online course.

Team members will use iCollege (powered by Desire2Learn's Brightspace) as the online learning environment and repository for the course materials. The online Criminal Courts course will be restructured into modules based on various topics (e.g., federal/state courts, courtroom actors, plea bargaining, sentencing, etc.). The modules will include: links to free accessible course readings, applicable judicial court decisions, links to video clips and supplemental resources, recorded lectures highlighting the main takeaways, and assignments with clear instructions and deadlines. We will collaborate with instructional designers in the Center for Excellence and Teaching and Learning at GSU to create short mini-lecture videos highlighting the main takeaways from the readings. Smart technology platforms— such as *Kaltura* and *Panopto*— allow instructors to record, edit, upload, and webcast videos within the iCollege course. These voiceover lecture recordings can be closed-captioned to assist learners with disabilities. These learning tools and resources will be available to students as they navigate through the weekly modules and as a review tool as they prepare for exams throughout the semester.

We also plan to bridge the gap between theory and practice through discussion board threads and active learning activities throughout the semester. We will integrate exercises focused on real-life criminal cases and current events in the local and national news. These critical thinking

assignments encourage students to apply the learning materials to the caselaw, hypothetical vignette scenarios, and/or video clips relevant to the module topic. For example, students will be given access to documentaries such as PBS Frontline's "The Plea" and Kanopy's video clip "Broken on All Sides" (available in USG library databases) when we study respective modules on plea bargaining and sentencing/mass incarceration. Students will be asked to reflect on and articulate their thoughts on various writing prompts related to the criminal courts modules. This transformation grant will provide team members with the time and support to redesign and customize Criminal Courts from a traditional face-to-face approach to an online format.

### **Impact of This Transformation Project on Stakeholders**

Ultimately, this transformation project will impact three major stakeholders at Georgia State University— the institution, faculty and students.

***Institution.*** Georgia State University is a nationally recognized leader in student success for a host of reasons including improved graduation rates, early intervention, etc. (<https://success.gsu.edu/approach/>). GSU also holds distinguished national ranks as #2 Most Innovative University and #2 in Best Undergraduate Teaching (U.S. News & World Report 2019). If GSU is to stay true of its mantra – that students from all backgrounds can succeed – then it requires us to level the playing field by making education accessible for *all* students, regardless of race, ethnicity, or income. We have the opportunity (and obligation) to build upon this national reputation by removing financial barriers for our unique student body. This transformation project is a step in the direction of prioritizing student success by eliminating achievement gaps. This newly designed online course will enhance productivity and save money without sacrificing quality of instruction or negatively impacting student learning outcomes (Croteau 2017). This project will force us to reexamine the needs of our uniquely diverse student population and recreate effective solutions to address those needs at the institutional level. Because we plan to continue offering this newly transformed course (affordable textbook option with online delivery) in the future, we expected the major outcomes to include increased student success, progression, retention and graduation rates.

***Faculty and Graduate Students.*** This initiative will be beneficial for faculty because it challenges us to be more innovative in honing our craft and delivering high quality online instruction. The plan also challenges us to reconsider our attitudes about textbook selections and critically examine the impact of our own choices on students' ability to learn (Harley et al. 2009). It also provides an opportunity for us to reexamine our course goals and strategies, consistently update our course material, and enhance our own knowledge of the subject matter during the transformation process. This plan can motivate faculty to take advantage of professional development trainings and workshops in order to learn and integrate new technology into the learning environment. We plan to make the newly developed course materials available to other online instructors to use as a guide for redesigning their own courses. We can also train current Ph.D. students who wish to gain teaching experience by allowing them to shadow faculty instructors during the development and initial implementation stages of this project. This plan will enable graduate students to transition easily into the prepped online course with ready-to-deliver materials.

**Undergraduate Students.** This affordable learning project will save hundreds of out-of-pocket dollars for undergraduate students, many of whom struggle financially with college expenses. Students will be able to enroll in this popular, high demand course with increased caps without having to compete for limited classroom space. Having access to a free textbook at the very beginning of the semester, students will be able to hit the ground running with the material, take ownership of their own learning very early on, and improve their self-discipline and academic achievement. Also, the transformed course will benefit students who have diverse abilities that impact how they learn. The flexible asynchronous online format is convenient and ideal for nontraditional students, working professionals, athletes and students with other time constraints. Since the open access materials remain accessible beyond the duration of the course, students will be able to continue their learning and reference this material as they transition into their advanced study programs and/or professional careers. Finally, we anticipate increased student satisfaction since we are centering *their* needs throughout this process and facilitating a collaborative, engaged learning community (Walker and Kelly 2007).

### 3. Transformation Action Plan

Both team members bring unique skillsets to this transformation project. Throughout this transformation project, both team members will act as partners, communicating and meeting regularly. We will collaborate together on various activities such as outlining the course syllabus, building out the weekly modules with accessible course content, developing innovative active learning activities and discussion writing prompts relevant to the various criminal court topics. Both teammates will work together on compiling and analyzing the quantitative and qualitative measures as well as the final reporting for this transformation project.

**Project Lead.** Cyntoria Johnson holds a *Juris Doctor* and has extensive legal experience. She has taught Criminal Courts numerous times since 2011 as well as other courses in our Legal Track concentration. She holds a Certificate in Mastering Online Teaching and leads GSU's Faculty Teaching-and-Learning Community on large enrollment instruction through the Center for Teaching and Learning. As the Department's Associate Undergraduate Coordinator, she works closely with the undergraduate and scheduling committees tasked with managing the undergraduate curriculum, teaching assignments, student advisement, etc. Professor Johnson will serve as both subject matter expert and instructor of record on this project, focusing on the pedagogical design, development and delivery of the online Criminal Courts course during Fall Semester 2019. She will implement the transformed course, record lectures, grade assessments, and interact with students in the online learning environment.

**Team Member.** Thaddeus L. Johnson is a former police officer and Ph.D. candidate in the Department of Criminal Justice & Criminology in the Andrew Young School of Policy Studies at Georgia State University in Atlanta, GA. An Andrew Young Fellowship recipient, Mr. Johnson's research interests include urban violence, police professionalism, and police behavior. His most recent work appears in the *Criminal Justice Policy Review*. He regularly teaches CRJU 2700: American Criminal Courts and CRJU 2110: Policing in America, which are required core

undergraduate courses in our department. Thaddeus Johnson will also serve as the instructor of record and co-instructional designer on this project tasked with locating and compiling high quality open source content and digital media from GALILEO Open Learning Materials and USG libraries. He will help to manage and organize the content of the course and post relevant resources on iCollege in electronic, accessible and printable formats and organized by topic for the weekly modules. After shadowing Professor Cyntoria Johnson during the initial development and implementation stages of this transformation, Thaddeus Johnson will then teach the newly transformed online section during the following Spring Semester 2020.

### **Preliminary evaluation of currently existing OER for adoption**

After a preliminary evaluation of currently existing OER course materials, we have not been successful in locating many free, open access textbook options comparable to the previously required commercial textbook. This simply means that we will need to be creative to identify and compile affordable, quality course materials from various sources in order to transform the course. Although we have found no OER textbook specifically on American Criminal Courts, we have identified several open-access resources with relevant content that can be used to teach the courses. The first free textbook option, Outline of the U.S. Legal System, (ISBN: 9781616100605) includes eight chapters on the history and organization of state and federal courts, jurisdictional boundaries, and the role of courtroom actors such as prosecutors, judges, and interest groups. The public domain textbook was published by the United States Department of State and is available online through the University of Florida in downloadable PDF format at: <http://ufdc.ufl.edu/AA00011695/00001>. The text also includes the full text of the U.S. Constitution along with Amendments, a glossary of key terms, and references to other useful readings and websites. This textbook option will be very useful for the first half of the course, which covers historical and foundational information about criminal courts. This resource does not cover the dynamics of plea bargaining and the latter stages of the typical criminal court process.

The second textbook option for this project is Courts and Society in the United States by Margaret Stevenson, recipient of the Textbook Alternatives Project through Affordable Learning Solutions. This public domain textbook is available online, free of charge in downloadable (digital and printable) formats at <https://scholarworks.sjsu.edu/oer/2/>. This OER text is made available through San Jose State University's ScholarWorks. This resource includes a compilation of readings, PowerPoints, charts, judicial court decisions, and links to court-related websites.

Finally, the Center for Computer-Assisted Legal Instruction (CALI) has compiled over 1,000 interactive, web-based lessons related to Criminal Courts, which are available at <https://www.cali.org/search/site/criminal%20courts>. This collection of study aids and resources cover topics relevant to the Criminal Courts course: federal courts, sentencing and punishment, plea and discovery, the exclusionary rule, double jeopardy, trial by jury, etc. CALI also offers podcasts with useful information for students on time management, preparing for exams, developing outlines for class, etc. CALI Lessons are free and open to people affiliated with CALI member organizations, such as Georgia State University College of Law. The lessons are

learning tools primarily geared towards first-year law students who already have a basic foundation of criminal courts and need additional help in mastering various concepts. CALI lessons typically take about 20-30 minutes for students to complete, and they will have unlimited access to the learning tools. We may consider using select material as an optional, supplemental resource for undergraduate students to get more practice with learning the course concepts and/or as a review tool as students prepare for their exams.

These OER options will be evaluated based on several factors—cost, accessibility, current relevance, comprehensiveness, and appropriateness for the undergraduate level. Once materials are selected from the available options, team members will collaborate to decide on major themes/modules for the course content. We will then organize the required course readings, supplemental learning resources, and corresponding activities and assessments in line with the module themes.

### **Plan for providing open access to the new course materials**

The current learning management system at Georgia State is iCollege (powered by Desire2Learn's Brightspace), and we will use this platform as the online learning environment for Criminal Courts. It is free and user-friendly, and students typically access and navigate iCollege for other courses as well. The system has content modules where course material can be posted, edited and saved for subsequent terms. Instructors can provide feedback on assessments and post grades so that students can monitor their progress in the course at any time throughout the semester. Both team members will have access to the course in iCollege.

Features in iCollege allow instructors to create web-based course materials that are captioned and accessible to assist international students, second language learners and students with a variety of disabilities: visual, hearing, motor, cognitive, and age-related impairments (CETL Mastering Accessibility course, Module 1). Also, iCollege provides innovative technology to engage with students outside the traditional classroom setting. For example, VoiceThread allows us to liven up the discussions boards beyond just text to include audiovisual student responses. WebEx can be used to collaborate with groups of students during review sessions and individually during virtual office hours.

We plan to solicit and incorporate anonymous student feedback in order to improve this course and its materials as we go along. In addition, we will gather and analyze quantitative and qualitative data to assess the impact of this transformation project on student satisfaction, success, and retention. Team members will meet at the end of the semester to discuss these measures and will evaluate the necessary changes to be made to the course for subsequent semesters. At the end of the project, we will submit a final report narrating our transformation project and detailing our specific measures of impact. Ultimately, we plan to share these findings with interested colleagues, present at pedagogical conferences, and use this transformation project as a model to help train other Ph.D. students to develop and teach online criminal justice courses.



## 4. Quantitative and Qualitative Measures

To determine the transformation project's effectiveness, team members will measure student performance, student satisfaction, and course-level retention using five separate quantitative and qualitative measures. We will gather and analyze this data to submit in the final report.

**GIFT Report.** The first quality measure will be the Group Instructional Feedback Technique (GIFT) administered by GSU's Center for Excellence in Teaching and Learning. The assessment is conducted by a CETL representative directly with the students without the instructor being present. This measure provides a mid-semester report detailing students' overall perceptions of the course, what improves their learning, and specific suggestions for enhancing the quality of the course. The benefit of this measure is that the instructor receives anonymous constructive feedback from students half-way through the semester, which allows changes to be made before the semester ends.

**Student Evaluations.** The second quality measure will be the Student Evaluation of Instructor data at the end of the semester. This survey provides both quantitative and qualitative data from students regarding overall teaching effectiveness, preparedness, availability of tools and resources, and organization of course content, etc. Students rate the course and instructor and can provide comments on this survey as well. This data is made available to instructors of record 10 days after grade submission.

**Keeps and Kicks Survey.** Third, team members will seek informal feedback from students by administering the Keeps and Kicks Survey during the last week of the course. A working draft of this survey instrument is included with this proposal. The anonymous survey measures student satisfaction using open-ended questions about what students liked and disliked about the course materials and delivery. Since the redesigned Criminal Courts course will be taught online, the Keeps and Kicks assessment will be structured as an anonymous survey either on iCollege or Qualtrics. Since the exercise is not for a grade and submitted anonymously, students will be encouraged to provide candid and constructive feedback so the course can be improved for their peers who subsequently take the course.

**Student Performance Data.** The fourth quality measure will be the final grade distributions for each semester the course is taught. We will report the mean, median and mode scores.

**DWF Rates.** Finally, we will report the number and percentage of students who drop, withdraw, or fail for each semester that the newly transformed online course is taught. We plan to compare the DWF rates of the new online course with previous face-to-face sections of Criminal Courts as well.

## 5. Timeline

The major milestones of activities during this transformation project are detailed below:

### **April - May 2019**

Notification of grant award and commencement of transformation project  
Attend kick-off training/implementation meeting

Review scholarship of teaching and learning literature, particularly best practices and innovations in online instruction  
Enroll in professional development workshops tailored to online instruction

### **June - July 2019**

Review student learning outcomes and align with overall criminal justice program objectives  
Review and adopt existing free, open-access, accessible textbook and course material  
Redesign face-to-face course into online format  
Locate, compile and organize teaching materials on iCollege by content themes/modules  
Develop course materials (syllabus, readings, assignments, active learning activities, test bank)  
Consult with GSU's Center for Teaching and Learning to record mini lectures and customize multimedia and PowerPoint presentations

### **August - December 2019**

Teach the newly designed online Criminal Courts course for the fall semester (Cyntoria Johnson)  
Gather and analyze qualitative and quantitative data and student feedback

### **January - May 2020**

Integrate previous semester's feedback and suggestions into the course  
Teach the online Criminal Courts course for the spring semester (Thaddeus Johnson)  
Gather and analyze qualitative and quantitative data and student feedback  
Create and submit final ALG report  
Share findings with colleagues, Ph.D. students in training, and at pedagogically oriented conferences

## **6. Budget**

Team members will work on this transformation project above and beyond their normal workload duties, and thus, request extra compensation for their efforts. The requested budget for this transformation project is \$10,800, to include the following:

Overload compensation for Cyntoria Johnson: \$5,000  
Overload compensation for Thaddeus Johnson: \$5,000  
Project supplies/travel expenses: \$800  
Total: \$10,800

## **7. Sustainability Plan**

Going forward, team members plan to continuously improve this course, incorporate student feedback, and share pedagogical strategies with others. We will review and update the course materials to ensure the content is still relevant and accurate and the website links are still viable. We will maintain the Criminal Courts course material on iCollege, which can easily be shared with other instructors in the future. We remain willing to share the outcomes of this project with interested faculty at brown bag professional development sessions as well as pedagogically oriented conferences (e.g., GSU's Annual Conference on Scholarly Teaching,

Academy of Criminal Justice Sciences). This transformation project can be used as a model to help train graduate students to develop and teach online criminal justice courses. We will consider expanding this transformation project to other high demand courses within the department, particularly the core, required courses.

### Letter of Support

The letter of support from Dr. Dean Dabney, Chair of Department of Criminal Justice & Criminology is attached.

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## **Appendix A: Draft of Qualitative Measure**

### **Keeps and Kicks Survey Instrument**

Thank you for taking this course. The purpose of this survey is to understand student perceptions and the impact of this course on students. We value your input, opinions, and suggestions so please be candid. Your feedback is invaluable as we aim to improve this course for students in the future.

1. Which of the following do you prefer in your courses?
  - a. Purchase a traditional textbook
  - b. Free web-based, open access course materials
  
2. Which of the following course delivery styles do you prefer?
  - a. Traditional face-to-face course on campus
  - b. Online learning environment
  
3. Keeps – What did you like about this course? Discuss what you would suggest keeping in this course for future students.  
(open-ended responses)
  
4. Kicks – What did you dislike about this course? Discuss what you would suggest eliminating from this course for future students.  
(open-ended responses)
  
5. If you have anything else to share, please do so here.  
(open-ended responses)

## Appendix B: Draft Course Syllabus

### **Draft Course Syllabus** **(to be transformed into an online course with OER textbook)**

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#### **CRJU 2700: American Criminal Courts**

**Instructor:** Thaddeus L. Johnson  
**Email:** tjohnson230@gsu.edu  
**Office Hours:** By appointment

**Class Day/Time:** Asynchronous (100% online)  
**Class Location:** iCollege Learning System

***Please do NOT use the iCollege email function to contact the instructor.***  
***\*\*ONLY USE GSU EMAIL\*\****

The instructor reserves the right to amend any part of this syllabus during the semester. Any such amendments will be announced in class and posted on iCollege. Any such amendment shall be binding upon each student enrolled in the course, subject to a copy of those changes being made available to each student.

**Course Prerequisites:** None

**Course Description:** This course provides an overview of the judicial component of the criminal justice system, which focuses on the structure, role, jurisdiction, and operation of courts and the courtroom work group in the adjudicatory and appellate process at the local, state, and federal levels.

**Course Expectations:** At the end of the course, the student should be able to identify and analyze major philosophical, institutional, and operational issues with respect to the judicial process in the criminal justice setting. In addition, as a result of completing this course, the student should be able to:

1. Understand what law is and the basics of how the United States system of justice works.
2. Describe and understand the major components of the justice system.
3. Understand social and political effects on the justice system as a whole.
4. Describe and understand various judicial theories.
5. Describe the type, structure, and organization of courts in the United States.
6. Describe the sources of law in the United States.
7. Understand the constitutional rights of the accused.
8. Describe the basic structure and function of state and federal court systems.
9. Think critically concerning the components and institutions involved in the justice system and process.

### Previously Used Commercial Texts:

**America's Courts and the Criminal Justice System**, 12th ed., David W. Neubauer and Henry F. Fradella, Wadsworth Publishing Co., 2017.

### Most likely OER Textbook Adoption:

Currently, there is no open source textbook that covers all of the learning modules. Instead, we plan to incorporate free, open and/or library-licensed resources (e.g., open access textbook, journal articles, caselaw, and audiovisual materials).

1. **You must have access to iCollege and check it regularly. You are responsible for any materials posted on this class' iCollege site. The iCollege site for this course is an extension of this syllabus designed for real time updates.**
  - a. Quizzes, tests, PowerPoints, notices, grades, sample tests and other course materials and information may be posted there.
  - b. ***If you are having problems with iCollege it is your responsibility to contact IT and find a solution.*** (Note: The browser you use is critical to your ability to access iCollege. Also, turn your pop-up blocker off.
2. PowerPoint Presentations: PowerPoint presentations covering learning modules will be posted on iCollege. The PowerPoint presentations are part of your course materials and test questions may be drawn from them.

### Course Requirements and Policies

1. **Readings:** Reading assignments appear on the course outline. This course requires a *significant* amount of reading. Students should complete the assigned readings during the week that the readings are assigned before completing any corresponding assignments.
2. **Quizzes (5 @ 2pts each) (10pts):** Reading the course materials and preparing for class are paramount to your success in this online course. Throughout the term, five short, timed quizzes will be given (typically 10-12 minutes each). Quizzes are due on Sundays by 11:30 pm. The purpose of these quizzes is to help you evaluate how well you know the material and to encourage you to keep up with your class work and readings. **There are NO make-up opportunities for missed quizzes.**



3. **Discussion Board (5 @ 2pts each) (10pts):** Throughout the semester, students will be assigned readings, videos, and podcasts covering various critical legal issues and notable cases. After reviewing the materials, students must respond to questions posed by the instructor. Students must also respond to at least two classmates' posts to receive full credit. Please take your time with these assignments. Your responses to the topic should NOT be cursory, e.g. "I agree" or "Great point!". Your responses should connect what you have learned in a meaningful way. Detailed instructions will be provided.
4. **Exams (2 exams totaling 40pts):** Over the course of the semester, students will take two (2) closed-book, **non-cumulative** exams. Both exams will feature 40 questions. The format may include a combination of multiple choice, short answer, or essay questions. Both exams will be administered through iCollege.
  - a. There will be exams covering sections of the course material on the dates noted below. The final examination will be administered according to the University's final examination schedule. At the time of writing this syllabus, that date and time is noted on the first page, however it is the student's responsibility to ensure that the date and time are correct.
  - b. If an examination is "closed book", books, notes, and any other study aids or devices are not allowed. The unauthorized use of such materials or resources will be deemed cheating. Dictionaries or translation devices may be allowed, at the sole discretion of the instructor.
5. **Make-up Exams:** Every effort should be made to take the noted exams as scheduled. The issuance of make-up exams is at the discretion of the instructor. Unless there are exceptional, unavoidable circumstances whereby the student has contacted the instructor ***in advance*** with legitimate documentation, **NO make-up exams** will be granted. **If you miss an exam without *prior* notice, you will receive a grade of zero (0).**
6. **Courtroom Visits and Papers (3 papers equaling 40pts total):** Although this is an online course, students are required to engage in active learning activities. ***During the semester*** you should visit two ***different*** and real American courtrooms for at least one hour each (note that courtroom visits prior to the current semester are not acceptable and will receive no credit; additionally, visits where the student is a "participant" in the court proceedings are not acceptable and will receive no credit – only true observations count). Since the course's focus is criminal in nature, the courts visited must be handling criminal, as opposed to civil, matters. You may visit a trial court of limited or general jurisdiction in the state or federal system, or an appellate court in the state or federal system. I suggest you call the Clerk of Court or prosecutor of the county or municipality in which the court is located to ensure court will be in session that day. While in court you are ***required*** to talk to and get the names of some of the courtroom "actors," such as the bailiff, clerks, court reporter, attorneys and even the judge.

- a. **1<sup>st</sup> Courtroom Visit Paper (10 pts):** You will write a 2-page maximum paper describing what you observed, particularly identifying the court by proper name and the names of the judges that you observed. As you describe your courtroom experience, pay particular attention to how the experience was similar to or differed from classroom discussions and PowerPoint presentations, the course textbook and popular media portrayals, as well as your own expectations prior to your visits. Be specific and explain in detail. Vague generalizations are not acceptable. Due on Sunday by 11:30 p.m.
  - b. **2<sup>nd</sup> Courtroom Visit Paper (10 pts):** After visiting a DIFFERENT court (either the same type of court in a different jurisdiction, or a different type of court in the same or different jurisdiction), similar to the first paper, you will write a 2-page maximum paper describing what you observed (see details above for Courtroom Paper 1). Due on Sunday by 11:30 p.m.
  - c. **Comparative Courtroom Visit Paper (20 pts):** After visiting two DIFFERENT courts, you will write a 3-page maximum paper describing how the two courts differed from or were similar to one another. You should include observations on whether the courts differed with regard to several elements, such as the courtroom “actor” interactions, caseload, length of time spent on cases, hearing dispositions, number of people in court, etc. Be sure to describe how these similarities and/or differences relate to classroom discussions and PowerPoint presentations, the course textbook and popular media portrayals, as well as your own expectations prior to your visits. Be specific and explain in detail. Vague generalizations are not acceptable. Due on Sunday by 11:30 p.m.
7. **Writing and Formatting Standards:** READ AND REREAD ALL WORK to catch any small mistakes! Points will be deducted for incorrect spelling, bad grammar, erroneous comments, lack of thoughtful critical analysis/comparison, poor organization, lack of clarity, and lack of professional appearance.

**Paper Format Requirements:** Papers not conforming to the following guidelines will be penalized!!!

- i. Papers required to be submitted electronically must be posted to the iCollege Assignments box (found under Assessments, Assignments and formerly called a Dropbox) prior to the deadline. **I DO NOT accept assignments via email.**

- ii. All papers for this class must be typewritten, double-spaced, on standard 8 ½” x 11” paper using 12-point Times New Roman or a comparable serif font, with one (1”) inch margins.
  - iii. Spelling, grammar, sentence and paragraph construction, clarity of expression, and other such factors will be a part of your grade on all written work. For this reason, the website “Grammarly” ([www.grammarly.com](http://www.grammarly.com)) may be utilized by the instructor. In that event, students are *strongly encouraged* to submit their written assignments to the “Grammarly” site prior to submission to the instructor.
8. **Extra Credit:** At the instructor’s sole discretion, there may be an extra credit assignment or assignments permitted. Such an assignment or assignments will be offered to the **entire class and not to individual students**. Points awarded for completion of extra credit assignments will be added to your final grade for the course.
9. **Plagiarism Policy:** Plagiarism will not be tolerated. No written material longer than three or four consecutive words may be copied from another source without full citation crediting that source. Citations should include the author, title, date, and publication information regarding the source. If any work assigned in this class contains plagiarized material – from books, internet or another student – that work will receive a failing grade. Academic work must be original. **WIKIPEDIA IS NOT A LEGITIMATE SOURCE. DO NOT USE IT!**

10. **Grading:**

<u>Assignment</u>	<u>pts of total grade</u>
1. Quizzes	10pts
2. Discussion Board	10pts
3. 1 <sup>st</sup> Courtroom Visit Paper	10pts
4. 2 <sup>nd</sup> Courtroom Visit Paper	10pts
5. Comparative Analysis	20pts
6. Exams	<u>40pts</u>
Total	100pts

Grading Scale: The University has adopted a “plus-minus” grading scale.

A+ = 97-100	A = 93-96	A- = 90-92
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D = 60-69	F = below 60 (failure)	

**University and Criminal Justice Departmental Policies**

1. **Disruptive Conduct:** Students should familiarize themselves with the University’s policy on disruptive conduct as described in the 2016-2017 online undergraduate and graduate Catalogs. Cell phones and pagers are considered disruptive and should be turned off before class.

2. **Academic Dishonesty:** In the event of academic dishonesty, policies stated in the GSU General Catalog will be followed. Cheating includes presenting another's work as your own, presenting previous work as work done in this semester, copying the work of another, etc. If you have any questions about whether an activity is cheating, refer to your student handbook or see the instructor. The instructor will determine the sanction for dishonest behavior. Academic Dishonesty may result in an F for the course and may result in suspension or expulsion from the College. For complete details on GSUs Policy on Academic Honesty, please refer to the 2018-2019 online undergraduate and graduate catalogs.  
<https://codeofconduct.gsu.edu/>  
<https://studenthandbook.gsu.edu/>  
<https://deanofstudents.gsu.edu/faculty-staff-resources/academic-honesty/>
3. **Disability Statement:** Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. [Office of Disability Services is located in the Student Center, Suite 230].
4. **New W/WF Policy:** As of Fall 2006 semester, all undergraduate students are allowed to withdraw with a grade of W a maximum of six (6) times in their entire careers at Georgia State. Students who exceed the limit will automatically receive a grade of WF. (WFs count as Fs for GPA calculation purposes.) Withdrawals taken before Fall 2006 will not count against the limit and neither will hardship withdrawals, military withdrawals, withdrawals at other institutions, or withdrawals after the midpoint. (Withdrawals after the midpoint are automatically given a grade of WF.) Please note, the instructor of a course will not decide whether a student who withdraws before the midpoint receives a W or a WF. Instead, students with less than 6 withdrawals will automatically receive a W and students with 6 or more withdrawals will automatically receive a WF.
5. **Plus/Minus Grading Policy:** The Department of Criminal Justice & Criminology voted to use plus/minus grading in criminal justice courses. The specific grading scale is set by the instructor.
6. **Online Course Evaluations:** Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.
7. **AYS Career Services and Student Life Office:** The Andrew Young School provides career support & leadership development services to all current AYS students and alumni. Students are invited to attend our career events and workshops, and are encouraged to schedule career counseling appointments with University Career Services in the Student Center. Graduate students can make individualized career counseling appointments with Ms. Colleen Perry, the Director of AYS Career Services office. These efforts with Career Services can help students with resume writing, interviewing, job searching, internship development, and networking. To see what career panels, career fairs, and events are available this semester, visit: <https://www.schedulicity.com/Scheduling/Default.aspx?business=AYC75T#/services>. The office also supports all AYS student clubs and organizations – so read about the various groups within the college, and join one today:

<http://career.aysps.gsu.edu/organizations>. Make the most of your education by utilizing these great resources. *The AYS Career Services & Student Life office is located on the ground floor of the Andrew Young Building, in room G47-51.*

8. **Sexual Assault Mandatory Reporting Requirements:** Georgia State University prohibits all acts of sexual violation (misconduct) by students, faculty and staff. Employees are considered **responsible employees** and must report incidents of sexual violation (misconduct). A student violation must be reported to the Dean of Students Office. A faculty or staff violation must be reported to the Office of Opportunity Development & Diversity Education Planning. Reported incidents will be promptly, thoroughly and impartially investigated. In case of an emergency, contact the State Police by dialing 911 or contact the Campus Police at 404-413-3333.

### **Office of the Dean of Students**

*Reporting Student Violations*

[Deanofstudents.gsu.edu](http://Deanofstudents.gsu.edu)

404-413-1515

### **Opportunity Development & Diversity Education Planning**

*Reporting Faculty/Staff Violations*

[Odaa.gsu.edu](http://Odaa.gsu.edu)

404-413-3290

### **Georgia State University Police**

*Reporting Crimes*

[Safety.gsu.edu](http://Safety.gsu.edu)

404-413-3333

Students may confidentially disclose incidents of sexual violation (misconduct) to the health care providers listed, or to Student Victim Assistance staff without initiating a university investigation:

### **Student Victim Assistance**

*Support*

[Victimassistance.gsu.edu](http://Victimassistance.gsu.edu)

404-413-1965

### **Student Health Clinic**

*Medical Care*

[Health.gsu.edu](http://Health.gsu.edu)

404-413-1950

### **Counseling & Testing Center**

Counseling  
[Counselingcenter.gsu.edu](http://Counselingcenter.gsu.edu)  
404-413-1640

### Class Schedule\*

<b>CLASS SESSION</b>	<b>*This schedule is subject to change at the instructor's discretion. It is the student's responsibility to check iCollege frequently for any changes to the schedule.</b>
<b>WEEK 1</b>	<b>INTRODUCTION</b> CHAPTER 1: COURTS, CRIME, AND CONTROVERSY <i>DISCUSSION BOARD #1 DUE SUNDAY BY 11:30 P.M. (ICE BREAKER: INTRODUCE YOURSELF USING THE VIDEO FUNCTION ON ICOLLEGE)</i>
<b>WEEK 2</b>	CHAPTER 2: LAW AND CRIME <i>QUIZ #1 DUE SUNDAY BY 11:30 P.M.</i>
<b>WEEK 3</b>	CHAPTER 3: FEDERAL COURTS <i>QUIZ #2 DUE SUNDAY BY 11:30 P.M.</i>
<b>WEEK 4</b>	CHAPTER 4: STATE COURTS <i>DISCUSSION BOARD #2 DUE SUNDAY BY 11:30 P.M.</i>
<b>WEEK 5</b>	CHAPTER 5: DYNAMICS OF COURTHOUSE JUSTICE <i>QUIZ #3 DUE SUNDAY BY 11:30 P.M.</i>
<b>WEEK 6</b>	CHAPTER 6: PROSECUTORS & CHAPTER 7: DEFENSE ATTORNEYS <a href="https://www.ted.com/talks/adam_foss_a_prosecutor_s_vision_for_a_better_justice_system?language=en#t-4794">HTTPS://WWW.TED.COM/TALKS/ADAM_FOSS_A_PROSECUTOR_S_VISION_FOR_A_BETTER_JUSTICE_SYSTEM?LANGUAGE=EN#T-4794</a> <i>FIRST COURTROOM VISIT PAPER DUE SUNDAY BY 11:30 P.M.</i>
<b>WEEK 7</b>	CHAPTER 8: JUDGES <i>DISCUSSION BOARD #3 DUE SUNDAY BY 11:30 P.M.</i>
<b>WEEK 8</b>	CHAPTER 10: FROM ARREST AND BAIL THROUGH ARRAIGNMENT PODCAST: <a href="http://www.criminalinjusticepodcast.com/blog/2018/3/11/bonus-jail-poverty-and-defendants-rights?rq=court">HTTP://WWW.CRIMINALINJUSTICEPODCAST.COM/BLOG/2018/3/11/BONUS-JAIL-POVERTY-AND-DEFENDANTS-RIGHTS?RQ=COURT</a> <i>QUIZ #4 DUE SUNDAY BY 11:30 P.M.</i>
<b>WEEK 9</b>	<i>REVIEW &amp; EXAMINATION I (CHAPTERS 2 THROUGH 8)</i>
<b>WEEK 10</b>	<b>SEMESTER MIDPOINT</b>
<b>WEEK 11</b>	CHAPTER 11: DISCLOSING AND SUPPRESSING EVIDENCE <i>2<sup>ND</sup> COURTROOM VISIT PAPER DUE SUNDAY BY 11:30 P.M.</i>
<b>WEEK 12</b>	CHAPTER 12: NEGOTIATED JUSTICE AND THE PLEA OF GUILTY MOVIE: "THE PLEA" (PBS FRONTLINE) <a href="https://www.pbs.org/video/frontline-the-plea/">HTTPS://WWW.PBS.ORG/VIDEO/FRONTLINE-THE-PLEA/</a> <i>DISCUSSION BOARD #4 DUE SUNDAY BY 11:30 P.M.</i>
<b>WEEK 13</b>	CHAPTER 13: TRIALS AND JURIES <i>QUIZ #5 DUE SUNDAY BY 11:30 P.M.</i>
<b>WEEK 14</b>	CHAPTER 14: SENTENCING OPTIONS <i>DISCUSSION BOARD #5 DUE SUNDAY BY 11:30 P.M.</i>
<b>WEEK 15</b>	CHAPTER 15: SENTENCING DECISIONS <i>COMPARATIVE COURTROOM VISIT PAPER DUE SUNDAY BY 11:30 P.M.</i>
<b>WEEK 16</b>	<i>REVIEW &amp; FINAL EXAMINATION (CHAPTERS 10 THROUGH 15)</i>

