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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Seventeen (Summer 2020 - Summer 2021)
Category:	University System of Georgia
Award Cycle:	Round 17
Submission Deadline:	04/20/2020 at 11:59 PM

Application Information

Submitted By:	Cyntoria Johnson
Application ID:	4762
Application Title:	532
Date Submitted:	04/21/2020 at 8:46 AM

Personal Details

Institution Name(s):	Georgia State University
Applicant First Name:	Cyntoria
Applicant Last Name:	Johnson
Applicant Email Address:	cjohnson5@gsu.edu
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Primary Appointment Title:	Clinical Assistant Professor
Submitter First Name:	Cyntoria
Submitter Last Name:	Johnson
Submitter Email Address:	cjohnson5@gsu.edu
Submitter Phone Number:	4044131022
Submitter Title:	Clinical Assistant Professor

Application Details

Proposal Title

532

Requested Amount of Funding

\$10,800

Priority Category (if applicable)

Upper-Level Courses (3000+)

Course Title(s)

Criminal Law

Course Number(s)

CRJU 4780

Team Member 1 Name

Cyntoria Johnson

Team Member 1 Email

cjohnson5@gsu.edu

Team Member 2 Name

La Loria Konata

Team Member 2 Email

llkonata@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

Professor and Department Chair

Sponsor Department

Department of Criminal Justice & Criminology

Total Number of Student Section Enrollments Affected by Project in One Academic Year

300

Average Number of Student Section Enrollments Affected per Summer Semester

100

Average Number of Student Section Enrollments Affected per Fall Semester

100

Average Number of Student Section Enrollments Affected per Spring Semester

100

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

Essential Criminal Law by Matthew Lippman

<https://us.sagepub.com/en-us/nam/essential-criminal-law/book259174>

SAGE Paperback Cost: \$89

Striking the Balance by Matthew Lippman <https://us.sagepub.com/en-us/nam/striking-the-balance/book253666>

SAGE Paperback Cost: \$54

SAGE now offers a bundle package for \$119 plus tax and shipping costs.

Original Total Cost per Student

\$119 plus tax and shipping costs (Bundle)

Post-Project Cost per Student

\$0.00

Post-Project Savings per Student

\$119 plus tax and shipping costs

Projected Total Annual Student Savings per Academic Year

\$35,700 (300 students x \$119)

Using OpenStax Textbook?

Yes

Project Goals

Using this Affordable Textbook Transformation Grant, we plan to transform CRJU 4780: Criminal Law, an upper division undergraduate course, from a face-to-face instructional format to a larger online section using a free, open access textbook. The project has four primary goals.

Goal 1: To Eliminate Textbook Costs for Students, Thereby Reducing Financial Barriers to Higher Education.

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, most 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 concerted effort to bridge the economic gap by making a college education accessible and affordable to all learners from all backgrounds.

We plan to incorporate a no-cost, open access textbook as well as library-licensed resources (e.g., e-books, journal articles, caselaw, and audiovisual materials) into the Criminal Law course. The commercial textbook is a very expensive requirement to place on students who are already struggling financially just to secure a seat in the course. Replacing the commercial textbook with no-cost, yet comparable learning materials will save students over \$119 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 \$35,700 per academic year at GSU (\$119 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 making learning more affordable for students, a second goal of this project is to redesign the face-to-face instructional format into an online format. Criminal Law is a popular course which attracts criminal justice students, particularly those who elect the Legal Track concentration, as well as 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 different learning abilities.

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 success, 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 Enhance Students' Accessibility to Digital Course Content, Thereby Improving Student Success.

The third goal of our transformation project is to provide instant access to web-based course learning materials on Day One of the semester. In previous sections of Criminal Law, 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 textbook and were navigating the course in other ways (e.g., library reserves, sharing with peers, delaying their purchase until financial aid funds were 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 difficulties learning key concepts, engaging with the material in a meaningful way, completing assignments, scoring well on assessments, and completing the course successfully. At times, 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.

A major benefit of this transformation project is the accessibility of the course content in digital and downloadable formats. The reading materials, caselaw, media, and interactive tutorials for this course will be available to students instantaneously with the click of a mouse right at the beginning of the semester. This transformation will eliminate the long wait times to get hard copy texts shipped from the manufacturer and the delays for bookstores to restock their shelves. The web-based course materials will also be more accessible for non-native English learners and students with disabilities, as required by the Americans with Disabilities Act (ADA). Accessible online content also helps students “reach their academic goals, provide an inclusive learning environment, [and] improve retention.” (GSU Access and Accommodations Center). Therefore, transitioning to digital course content will improve overall student learning outcomes.

Goal 4: To Meet High Student Demand for Upper-Division Undergraduate Course.

The final goal of this project is to increase enrollments for students to register for this high demand upper-division course each semester. The course is very popular among juniors and seniors not only in the criminal justice major, but also pre-law, interdisciplinary studies, public policy, and political science majors as well. More undergraduate students seek to enroll in Criminal Law than we have spaces available in the current face-to-face sections. The enrollments are capped at 48, and these seats typically fill very quickly once the registration begins. During spring semester 2020, for example, the department increased enrollments to 55, and the course still filled. 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 specialized upper-division elective courses like Criminal Law. We seek to double the capacity of the course from 48 to 100 students per semester in the online section to accommodate the needs of our student population.

Statement of Transformation

We plan to redesign Criminal Law to address several departmental issues with four primary goals in mind: (1) to eliminate textbook costs for students, thereby reducing financial barriers to higher education; (2) to pedagogically transform the course from seated to online delivery; (3) to increase students' accessibility to digital course materials, thereby increasing student success; and (4) to increase departmental enrollment caps to meet high student demand for upper-division legal courses.

Currently, the Department of Criminal Justice & Criminology offers CRJU 4780: Criminal Law as an upper-division elective in the undergraduate program. To date, the traditional face-to-face course has been taught typically every other semester, at most twice per year. We anticipate offering the newly transformed online course three times per academic year (fall, spring and summer) with increased enrollments (from 48 to 100). The course is solely taught by faculty instructors who hold a Juris Doctor and who have extensive legal experience. Criminal Law is a high demand course, particularly for students in our Legal Track concentration of the criminal justice major as well as political science, public policy, and pre-law majors. This course is highly attractive to increasing numbers of undergraduate students 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 leverage resources and opportunities available through the GSU library in order to save out-of-pocket costs for students. Additionally, we plan to 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 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 Law course will be restructured into weekly modules based on various topics (e.g., criminal homicide, parties to the crime, defenses, etc.). Each module will include: access to no-cost reading materials, applicable judicial court decisions, links to video clips and supplemental resources, 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 platform. 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 Films on Demand's documentary "Getting Off Easy: White Collar Crime" and Kanopy's video clip "Broken on All Sides" (available in USG library databases) when we study relevant content modules. Students will be asked to reflect on and articulate their thoughts on various writing prompts related to the criminal law modules. This transformation grant will provide team members with the time and support to redesign and customize the Criminal Law from a traditional face-to-face 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 transformation project 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. Sharing this process with graduate students also prepares them to adopt affordable learning principles into their own pedagogy.

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 enrollments without having to compete for limited classroom space. Immediate access to a no-cost textbook and other digital resources at the very beginning of the semester will enable students to hit the ground running with the material, complete their assignments timely, and improve their academic achievement. Also, the transformed course will benefit students with diverse learning abilities as well as non-native English speakers. 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

Our project team consists of two team members who offer unique skillsets to transform this course. Both team members will act as partners, communicating and meeting regularly. We will collaborate on various activities such as outlining the course syllabus, building out the weekly modules with accessible course content, developing innovative active learning activities and interactive assignments relevant to the various criminal law topics.

Project Lead. Cyntoria Johnson is a Clinical Assistant Professor in the Department of Criminal Justice & Criminology at Georgia State University. She holds a Juris Doctor and has extensive legal experience. She has taught Criminal Law several times in addition to other Legal Track courses since joining the faculty in 2011. 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. 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 Law course during academic year 2020-2021. She will implement the transformed course, record lectures, grade assessments, and interact with students in the online learning environment.

Team Member. La Loria Konata holds a Juris Masters in Intellectual Property from Emory Law, a Master's in Public Administration, and a Masters in Library Science. She currently works as the Policy Studies Librarian at Georgia State University and serves as a resource for students and faculty of the Andrew Young School of Policy Studies. Konata will serve as the subject matter librarian 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. She has already worked to identify criminal law e-books through the GSU library for our use in this transformation project. She also designed an online research guide specifically for criminal law students to conduct independent research on their case projects <https://research.library.gsu.edu/crju4780>. As an Assistant Professor, Konata is no stranger to the classroom as she frequently hosts workshops and sessions throughout the college. She will help to manage and organize the content of the course and upload relevant resources to iCollege in electronic, accessible and printable formats and organized by topic in the weekly modules. Konata will primarily work on compiling and analyzing the quantitative and qualitative measures as well as the final reporting for this transformation project.

Our plan to transform Criminal Law from a seated to an online learning environment with free OER materials will involve four main steps as described below.

Step 1: To Conduct a Preliminary Evaluation of Currently Existing OER Course Content.

We have already identified several open-access textbook options for criminal law courses. The first and most likely adoption for this textbook transformation project is Charles Nemeth's Criminal Law e-book, made available to all students by the Georgia State University Library <https://ebookcentral.proquest.com/lib/gsu/detail.action?docID=1446709>. Students can access this textbook at no cost by: (1) reading online, (2) download the book for up to 21 days at a time, or (3) download a chapter of the textbook up to 146 pages, which does not expire.

The second option is Criminal Law published by University of Minnesota Libraries Publishing (ISBN: 9781946135087). This no-cost textbook is available in downloadable (digital and printable) formats. The book is made available through a Creative Commons, non-commercial license. Chapters in this open-source book are almost identical to the expensive commercial textbooks previously required in other criminal law courses (e.g., criminal homicide, parties to the crime, defenses). This book also includes end-of-chapter summaries, "You Be the Lawyer" practice questions, and additional websites/articles of interest.

Another free textbook option is Lisa M. Storm's Criminal Law, which is also available under a Creative Commons license through Open Textbooks. It allows users to repurpose the materials so long as they give proper attribution to the original authors. This material is available to students online and downloadable as a PDF. This option includes end-of-chapter summaries, "You Be the Judge" exercises, and cases/statistics/websites of

interest.

Finally, we have secured a department-wide subscription for our undergraduates to master criminal law through online lessons and tutorials offered by The Center for Computer-Assisted Legal Instruction ([CALI](#)). This collection of study aids and other resources cover topics relevant to criminal law— including sources of criminal law, homicide/felony murder, affirmative defenses, right to counsel, etc. CALI also offers podcasts with useful information for students on time management, preparing for exams, developing outlines for class, etc. The tutorials are primarily geared towards first-year law students who already have a foundation of criminal law and need additional help in mastering the concepts. CALI lessons typically take about 20-30 minutes for students to complete. We plan to use CALI as a supplemental resource for undergraduate students to get more practice with learning the course concepts and as a review tool as students prepare for their exams.

Step 2: To Adopt and Organize OER Materials.

These open education resources will be reviewed and 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 and subtopics 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.

Step 3: To Provide Online Access to the New Course Materials to Students.

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 Law. 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, 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.

Step 4: To Evaluate and Improve the Transformed Course.

Finally, we plan to evaluate our progress throughout the transformation process and at its completion. We plan to solicit and incorporate anonymous student feedback in order to improve this course and its materials throughout the academic year. 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 each 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 graduate 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.

Mid-semester 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 both the course and instructor, and they can provide open-ended 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. The anonymous survey measures student satisfaction with the online course delivery, the instructor, and the transition to OER course materials instead of the traditional textbook. Additionally, students will have the opportunity to provide open-ended comments on what they would absolutely "keep" and "kick" from this course for future semesters. Since the redesigned Criminal Law course will be taught online, the Keeps and Kicks assessment will be structured as an anonymous survey on iCollege in the farewell module. 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 of the final 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 Law as well.

Timeline

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

April - May 2020

Notification of grant award and commencement of transformation project

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

Enroll in professional development workshops and webinars tailored to online instruction

June - July 2020

Attend kick-off training/implementation meeting (NOTE: This meeting may be held online given the current statewide lockdown due to COVID-19.)

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

Identify and review existing free, open-access, accessible textbook

Redesign face-to-face course into online format

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 2020

Teach the newly designed online Criminal Law course during the fall semester

Gather and analyze qualitative and quantitative data and student feedback

Revise the course for future semesters

January - May 2021

Integrate previous semester's feedback and suggestions into the course

Teach the online Criminal Law course during the spring semester

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:

\$5,000 – Compensation for Cyntoria Johnson*

\$5,000 – Compensation for La Loria Konata*

\$800 – Optional project expenses (includes laptop, technology/software, and travel to present at pedagogical conference)

Total: \$10,800

*Team members may opt to use compensation for overload pay or expenses related to professional development/travel.

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 Law 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

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.



April 16, 2020

To the members of the review committee:

I am writing in support of Cyntoria Johnson's proposal to transform Criminal Law (CRJU 4780) into an online format in accordance with the Affordable Learning Georgia Textbook Transformation Grant program. CRJU 4780 is a one of six course offerings that criminal justice majors can choose from to satisfy the Area I (Legal Issues) requirement. Students in the Criminal Justice track of the major must take one Area I class while those opting for the Legal Track must take five Area I courses to satisfy the degree requirements. Professor Johnson's proposal is entirely sustainable and the department is committed to scheduling professor Johnson to teach the course 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).

Thanks to the ALG program's support and the use of departmental funds to match the effort with additional instructors, the Department of Criminal Justice and Criminology will this year realize a no-cost reality for the many hundreds of students enrolling in our Area E-H courses. Our next goal is to provide a pathway for our majors to complete their Area I-K requirements as no-cost course offerings. This will make us the first academic unit at GSU to provide a no cost Bachelor's degree pathway for our students. With 700+ majors, this will yield substantial savings to the student body. Professor Johnson's proposal is a critical first step in this regard. Criminal Law is a very popular course offering and will allow us the opportunity to quickly and effectively build upon our ongoing transformation efforts.

We consider professor 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.

Kind regards,

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

Dean Dabney
Professor and Chair



Textbook Transformation Grants, Round Seventeen (Summer 2020 – Summer 2021)

Proposal Form and Narrative

Applicant, Team, and Sponsor Information

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	Cyntoria Johnson
Submitter Email	cjohnson5@gsu.edu
Submitter Phone #	404-413-1022
Submitter Position	Clinical Assistant Professor

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	La Loria Konata	llkonata@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.

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

Dr. Dean Dabney, Professor and Department Chair
Department of Criminal Justice & Criminology,
Georgia State University

Project Information and Impact Data

Priority Category / Categories	Upper-Level Campus Collaborations
Requested Amount of Funding	\$10,800
Course Names and Course Numbers	CRJU 4780: Criminal Law (hereinafter "Criminal Law")
Final Semester of Project	Summer 2021
Total Number of Student Section Enrollments Affected by Project in One Academic Year	300
Average Number of Student Section Enrollments Affected per Summer Semester	100
Average Number of Student Section Enrollments Affected per Fall Semester	100
Average Number of Student Section Enrollments Affected per Spring Semester	100
Original Required Commercial Materials	<p>Essential Criminal Law by Matthew Lippman https://us.sagepub.com/en-us/nam/essential-criminal-law/book259174 SAGE Paperback Cost: \$89</p> <p>Striking the Balance by Matthew Lippman https://us.sagepub.com/en-us/nam/striking-the-balance/book253666 SAGE Paperback Cost: \$54</p> <p>SAGE now offers a bundle package for \$119 plus tax and shipping costs.</p>
Average Price of Original Required Materials Per Student Section Enrollment	\$119 plus tax and shipping costs (Bundle)
Average Post-Project Cost Per Student Section Enrollment	\$0.00
Average Post-Project Savings Per Student Section Enrollment	\$119 plus tax and shipping costs
Projected Total Annual Student Savings Per Academic Year	\$35,700 (300 students x \$119)
Using OpenStax Textbook?	Yes

Narrative Section

1. Project Goals

Using this Affordable Textbook Transformation Grant, we plan to transform CRJU 4780: Criminal Law, an upper division undergraduate course, from a face-to-face instructional format to a larger online section using a free, open access textbook. The project has four primary goals.

Goal 1: To Eliminate Textbook Costs for Students, Thereby Reducing Financial Barriers to Higher Education.

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, most 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 concerted effort to bridge the economic gap by making a college education accessible and affordable to *all* learners from *all* backgrounds.

We plan to incorporate a no-cost, open access textbook as well as library-licensed resources (e.g., e-books, journal articles, caselaw, and audiovisual materials) into the Criminal Law course. The commercial textbook is a very expensive requirement to place on students who are already struggling financially just to secure a seat in the course. Replacing the commercial textbook with no-cost, yet comparable learning materials will save students over \$119 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 \$35,700 per academic year at GSU ($\$119 \text{ plus tax and shipping} \times 100 \text{ students} \times 3 \text{ sections}$).

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

In addition to making learning more affordable for students, a second goal of this project is to redesign the face-to-face instructional format into an online format. Criminal Law is a popular course which attracts criminal justice students, particularly those who elect the Legal Track concentration, as well as 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 different learning abilities.

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 success, 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 Enhance Students' Accessibility to Digital Course Content, Thereby Improving Student Success.

The third goal of our transformation project is to provide instant access to web-based course learning materials on Day One of the semester. In previous sections of Criminal Law, 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 textbook and were navigating the course in other ways (e.g., library reserves, sharing with peers, delaying their purchase until financial aid funds were 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 difficulties learning key concepts, engaging with the material in a meaningful way, completing assignments, scoring well on assessments, and completing the course successfully. At times, 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.

A major benefit of this transformation project is the accessibility of the course content in digital and downloadable formats. The reading materials, caselaw, media, and interactive tutorials for this course will be available to students instantaneously with the click of a mouse right at the beginning of the semester. This transformation will eliminate the long wait times to get hard copy texts shipped from the manufacturer and the delays for bookstores to restock their shelves. The web-based course materials will also be more accessible for non-native English learners and students with disabilities, as required by the Americans with Disabilities Act (ADA). Accessible online content also helps students “reach their academic goals, provide an inclusive learning environment, [and] improve retention.” (GSU Access and Accommodations Center). Therefore, transitioning to digital course content will improve overall student learning outcomes.

Goal 4: To Meet High Student Demand for Upper-Division Undergraduate Course.

The final goal of this project is to increase enrollments for students to register for this high demand upper-division course each semester. The course is very popular among juniors and seniors not only in the criminal justice major, but also pre-law, interdisciplinary studies, public policy, and political science majors as well. More undergraduate students seek to enroll in Criminal Law than we have spaces available in the current face-to-face sections. The enrollments are capped at 48, and these seats typically fill very quickly once the registration begins. During spring semester 2020, for example, the department increased enrollments to 55, and the course still filled. 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 specialized upper-division elective courses like Criminal Law. We seek to double the capacity of the course from 48 to 100 students per semester in the online section to accommodate the needs of our student population.

2. Statement of Transformation

We plan to redesign Criminal Law to address several departmental issues with four primary goals in mind: (1) to eliminate textbook costs for students, thereby reducing financial barriers to higher education; (2) to pedagogically transform the course from seated to online delivery; (3) to increase students' accessibility to digital course materials, thereby increasing student success; and (4) to increase departmental enrollment caps to meet high student demand for upper-division legal courses.

Currently, the Department of Criminal Justice & Criminology offers CRJU 4780: Criminal Law as an upper-division elective in the undergraduate program. To date, the traditional face-to-face course has been taught typically every other semester, at most twice per year. We anticipate offering the newly transformed online course three times per academic year (fall, spring and summer) with increased enrollments (from 48 to 100). The course is solely taught by faculty instructors who hold a *Juris Doctor* and who have extensive legal experience. Criminal Law is a high demand course, particularly for students in our Legal Track concentration of the criminal justice major as well as political science, public policy, and pre-law majors. This course is highly attractive to increasing numbers of undergraduate students 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 leverage resources and opportunities available through the GSU library in order to save out-of-pocket costs for students. Additionally, we plan to 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 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 Law course will be restructured into weekly modules based on various topics (e.g., criminal homicide, parties to the crime, defenses, etc.). Each module will include: access to no-cost reading materials, applicable judicial court decisions, links to video clips and supplemental resources, 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 platform. 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 Films on Demand's documentary "Getting Off Easy: White Collar Crime" and Kanopy's video clip "Broken on All Sides" (available in USG library databases) when we study relevant content modules. Students will be asked to reflect on and articulate their thoughts on various writing prompts related to the criminal law modules. This transformation grant will provide team members with the time and support to redesign and customize the Criminal Law from a traditional face-to-face 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 transformation project 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. Sharing this process with graduate students also prepares them to adopt affordable learning principles into their own pedagogy.

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 enrollments without having to compete for limited classroom space. Immediate access to a no-cost textbook and other digital resources at the very beginning of the semester will enable students to hit the ground running with the material, complete their assignments timely, and improve their academic achievement. Also, the transformed course will benefit students with diverse learning abilities as well as non-native English speakers. 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

Our project team consists of two team members who offer unique skillsets to transform this course. Both team members will act as partners, communicating and meeting regularly. We will collaborate on various activities such as outlining the course syllabus, building out the weekly modules with accessible course content, developing innovative active learning activities and interactive assignments relevant to the various criminal law topics.

Project Lead. Cyntoria Johnson is a Clinical Assistant Professor in the Department of Criminal Justice & Criminology at Georgia State University. She holds a *Juris Doctor* and has extensive legal experience. She has taught Criminal Law several times in addition to other Legal Track courses since joining the faculty in 2011. 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. 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 Law course during academic year 2020-2021. She will implement the transformed course, record lectures, grade assessments, and interact with students in the online learning environment.

Team Member. La Loria Konata holds a *Juris Masters* in Intellectual Property from Emory Law, a Master's in Public Administration, and a Masters in Library Science. She currently works as the Policy Studies Librarian at Georgia State University and serves as a resource for students and faculty of the Andrew Young School of Policy Studies. Konata will serve as the subject matter librarian 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. She has already worked to identify criminal law e-books through the GSU library for our use in this transformation project. She also designed an online research guide specifically for criminal law students to conduct independent research on their case projects <https://research.library.gsu.edu/crju4780>. As an Assistant Professor, Konata is no stranger to the classroom as she frequently hosts workshops and sessions throughout the college. She will help to manage and organize the content of the course and upload relevant resources to iCollege in electronic, accessible and printable formats and organized by topic in the weekly modules. Konata will primarily work on compiling and analyzing the quantitative and qualitative measures as well as the final reporting for this transformation project.

Our plan to transform Criminal Law from a seated to an online learning environment with free OER materials will involve four main steps as described below.

Step 1: To Conduct a Preliminary Evaluation of Currently Existing OER Course Content.

We have already identified several open-access textbook options for criminal law courses. The first and most likely adoption for this textbook transformation project is Charles Nemeth's Criminal Law e-book, made available to all students by the Georgia State University Library

<https://ebookcentral.proquest.com/lib/gsu/detail.action?docID=1446709>. Students can access this textbook at no cost by: (1) reading online, (2) download the book for up to 21 days at a time, or (3) download a chapter of the textbook up to 146 pages, which does not expire.

The second option is [Criminal Law](#) published by University of Minnesota Libraries Publishing (ISBN: 9781946135087). This no-cost textbook is available in downloadable (digital and printable) formats. The book is made available through a Creative Commons, non-commercial license. Chapters in this open-source book are almost identical to the expensive commercial textbooks previously required in other criminal law courses (e.g., criminal homicide, parties to the crime, defenses). This book also includes end-of-chapter summaries, “You Be the Lawyer” practice questions, and additional websites/articles of interest.

Another free textbook option is Lisa M. Storm’s [Criminal Law](#), which is also available under a Creative Commons license through [Open Textbooks](#). It allows users to repurpose the materials so long as they give proper attribution to the original authors. This material is available to students online and downloadable as a PDF. This option includes end-of-chapter summaries, “You Be the Judge” exercises, and cases/statistics/websites of interest.

Finally, we have secured a department-wide subscription for our undergraduates to master criminal law through online lessons and tutorials offered by The Center for Computer-Assisted Legal Instruction ([CALI](#)). This collection of study aids and other resources cover topics relevant to criminal law— including sources of criminal law, homicide/felony murder, affirmative defenses, right to counsel, etc. CALI also offers podcasts with useful information for students on time management, preparing for exams, developing outlines for class, etc. The tutorials are primarily geared towards first-year law students who already have a foundation of criminal law and need additional help in mastering the concepts. CALI lessons typically take about 20-30 minutes for students to complete. We plan to use CALI as a supplemental resource for undergraduate students to get more practice with learning the course concepts and as a review tool as students prepare for their exams.

Step 2: To Adopt and Organize OER Materials.

These open education resources will be reviewed and 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 and subtopics 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.

Step 3: To Provide Online Access to the New Course Materials to Students.

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 Law. 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, 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.

Step 4: To Evaluate and Improve the Transformed Course.

Finally, we plan to evaluate our progress throughout the transformation process and at its completion. We plan to solicit and incorporate anonymous student feedback in order to improve this course and its materials throughout the academic year. 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 each 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 graduate 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.

Mid-semester 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 both the course and instructor, and they can provide open-ended 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. The anonymous survey measures student satisfaction with the online course delivery, the instructor, and the transition to OER course materials instead of the traditional textbook. Additionally, students will have the opportunity to provide open-ended comments on what they would absolutely "keep" and "kick" from this course for future semesters. Since the redesigned Criminal Law course will be taught online, the Keeps and Kicks assessment will be structured as an anonymous survey on iCollege in the farewell module. 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 of the final 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 Law as well.

5. Timeline

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

April - May 2020

Notification of grant award and commencement of transformation project
Review scholarship of teaching and learning literature, particularly best practices and innovations in online instruction
Enroll in professional development workshops and webinars tailored to online instruction

June - July 2020

Attend kick-off training/implementation meeting (NOTE: This meeting may be held online given the current statewide lockdown due to COVID-19.)
Review student learning outcomes and align with overall criminal justice program objectives
Identify and review existing free, open-access, accessible textbook
Redesign face-to-face course into online format
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 2020

Teach the newly designed online Criminal Law course during the fall semester
Gather and analyze qualitative and quantitative data and student feedback
Revise the course for future semesters

January - May 2021

Integrate previous semester's feedback and suggestions into the course
Teach the online Criminal Law course during the spring semester
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:

\$5,000 – Compensation for Cyntoria Johnson*

\$5,000 – Compensation for La Loria Konata*

\$800 – Optional project expenses (includes laptop, technology/software, and travel to present at pedagogical conference)

Total: \$10,800

*Team members may opt to use compensation for overload pay or expenses related to professional development/travel.

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 Law 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.

Note: Letter of Support

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

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