

Table of Contents

Callahan, J. Sean - #2604 - 399.....	1
Letter of Support.....	10
Proposal Narrative.....	12

Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Twelve (Fall 2018-2019)
Category:	University System of Georgia
Award Cycle:	Round 12
Submission Deadline:	09/13/2018 at 11:59 PM

Application Information

Submitted By:	Jeff Gallant
Application ID:	2604
Application Title:	399
Date Submitted:	09/11/2018 at 10:12 AM

Personal Details

Institution Name(s):	Georgia Highlands College, eCore/University of North Georgia
Applicant First Name:	J. Sean
Applicant Last Name:	Callahan
Applicant Email Address:	scallaha@highlands.edu
Applicant Phone Number:	7063400192
Primary Appointment Title:	Assoc. Prof of Psychology
Submitter First Name:	J.
Submitter Last Name:	Callahan
Submitter Email Address:	scallaha@highlands.edu
Submitter Phone Number:	7063400192
Submitter Title:	Assoc. Prof. of Psychology

Application Details

Proposal Title

399

Final Semester of Project

Fall 2019

Requested Amount of Funding

8,800

Type of Grant

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

Course Title(s)

Introduction to Cultural Diversity

Course Number(s)

PSYC 2222

Team Member 1 Name

T. Alexis Carter

Team Member 1 Email

Alexis.Carter@UNG.edu

Team Member 2 Name

J. Sean Callahan

Team Member 2 Email

scallaha@highlands.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. Alan Nichols, Dr. Irene Kokkola

Sponsor Title

Dean of Division of Social Sciences, Business, and Education, Director of Distance Education & Technology Integration

Sponsor Department

Psychology

Original Required Commercial Materials (title, author, price)

On Being Different: Diversity and Multiculturalism in the North American Mainstream 4th Edition

By Conrad Kottak and Kathryn Kozaitis

\$66.71-\$71.62

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

20

Average Number of Sections Affected by Project in One Academic Year

6

Total Number of Students Affected by Project in One Academic Year

120

Average Number of Students Affected per Summer Semester

40

Average Number of Students Affected per Fall Semester

40

Average Number of Students Affected per Spring Semester

40

Original Total Cost per Student

\$66.71-\$71.62

Post-Project Cost per Student

\$0

Post-Project Savings per Student

\$66.71-\$71.62

Projected Total Annual Student Savings per Academic Year

\$8,005-\$9331

Using OpenStax Textbook?

No

Project Goals

Recent events in the news have made the need to understand cultural diversity more important than ever. University of North Georgia responded by creating a series of diversity courses that allows faculty and staff the opportunity to earn a graduate-level certificate after completing the program (Marshall, 2016). The University of Missouri requires undergraduate students to complete a three-hour diversity intensive course in order to graduate (Fricke, 2016). While the measures mentioned above were in response to specific incidents, there are several examples of where institutions where higher education initiating pre-emptive measures against racially- and culturally-insensitive attitudes and behaviors on their respective campuses. These courses are offered and, in some cases, required coursework for new students and graduating students. In other examples, Southern Methodist University requires that every graduating student have taken a course (three credit hours) focused on race-, gender- or ethnicity-related issues, and/or non-western issues. In a similar vein, this proposal seeks to create a course focused on topics that introduce students to the dynamics of cultural diversity and increase cultural competency. Research suggests that cultural competency training “not only...teach[es] learners about cultural differences and ways in which to engage respectfully with persons of other cultures, but also to provide implicit bias training to increase learners’ awareness of the unconscious and subtle associations made between groups of people and stereotypes attributed to the group.” (Office of Planning, Evaluation and Policy Development, 2016, p. 41)

The need to familiarize students with the dynamics of cultural diversity and increase cultural competency is paramount. Access to quality course materials should not serve as an impediment to their intellectual and civic development. To that end, we intend to provide free, high quality learning materials for Georgia Highlands College students who take PSYC 2222 by converting from current purchased textbook and adopting Open Educational Resource materials. Like many other college students, the struggle to find ways to pay for college is one of several challenges our students experience on the path to success. To help disintegrate these barriers, faculty and staff at GHC have worked to save students over 4 million dollars in textbook costs. Additionally, Georgia Highlands College has been successful in increasing enrollment and retention. Our most recent numbers show an increase in student enrollment (6,025), trending ahead of last fall’s enrollment of 6,013.

There is still much work to be done. Textbooks are still expensive. And while technology seems to be a viable pathway to lessening the burden of college expenses, it can also be the impetus for creative problem solving by some students. Technology seems to be Life is still expensive. And, our students continually demonstrate how the technological landscape forces instructors and curriculum designers to teach them differently. Students have proven themselves exceedingly resourceful when it comes to completing assignments for courses. I recently discovered that the test bank for an Introduction to Psychology course I taught several years ago was easily accessed online and available to students, making it fairly easy to earn a decent grade with without buying the book. Their craftiness does not go unappreciated. As an educator, however, it goes without saying that this creativity can and should be put to use in experiences that promote student learning that allows them to pursue an education while balancing other important aspects of their lives rather than devising a “hustle” to get by. Although the strategy was successful in achieving the short-term goal of passing the course, I imagine what other types of problems they could solve and what sort of innovations they could produce if the costs associated with a college degree were lessened or eliminated. But, it seems, for many students, the short-cut is better than the alternatives: drop the course, pay the bills.

This proposal is an effort to create better choices for our students and our instructors. The market costs for the current textbook is \$66.71-\$71.62. As a result of this transformation, the potential estimated collective savings for students in these six section is \$8,005-\$9,331 each academic year. However, it must be noted that this proposal has the potential to impact 20 sections, an estimated savings of \$33,335-\$35,810 each academic year. This potential savings is based upon a need to replace 30-40 new courses, as FCST and FCCS (Area B) courses were eliminated in the summer semester of 2018.

To help sustain the efforts to create better choices for our students and instructors, future iterations of the course are being discussed among social science faculty at GHC. The proposed course (PSYC 2222) and its OER materials will be repurposed and remixed with relative ease to meet the outcomes associated with those Area B elective courses. More specifically, these materials will be integrated into a history course, HIST 2154: Minorities in US History to help ground the course in the sociological and psychological concepts of diversity, power, and national identity. In so doing, the resources collected and categorized for PSYC 2222 have already begun to demonstrate a fair degree of sustainability as well as support from the Dean of the Division of Social Science, Business, and Education, Dr. Alan Nichols.

To the point, the adoption of free, open, high quality resources makes higher education more affordable to a higher number of Georgia Highlands College students, contributes to the goals of Complete College Georgia, and is designed to meet the criteria of the USG Core Curriculum Courses. The course, Introduction to Cultural Diversity, appears on the list of courses within the USG Core Curriculum that have not had a Textbook Transformation Grant or eCore implementation provided in the Requests for Proposals document on ALG website.

The importance and benefits of understanding cultural diversity has not gone undervalued by Georgia Highlands College. The GHC Mission underscores an intentional focus on providing “access to excellent educational

opportunities for the intellectual, cultural, and physical development of a diverse population..." (GHC Mission Statement, 2017). To that end, there have been several courses offered that emphasized different aspects of diversity, including courses titled "Introduction to Race and Prejudice", "Bullying", "Psychology of Hip Hop", and "Psychology of Women", to name a few. "Introduction to Cultural Diversity" course would be great addition to the list of possible courses.

Statement of Transformation

Impact of Transformation

The transformative impact of this grant focuses on four areas: enhancing curriculum, student retention, instructor/student readiness, and institutional branding.

PSYC 2222: Introduction to Cultural Diversity functions as an elective for an Area F (social science) common core requirement at Georgia Highlands College. Students whose program of study focuses on general studies, psychology, history, and some other social sciences may also take these courses to satisfy criteria in Area F. As such, PSYC 2222 provides access to complete course requirements from several different avenues for entering and returning students, as no formal prerequisites other than learning support clearance in English and Reading are required. Over half of our students (1,156 students, in 71 teaching sections in AY 2017-2018) took either FCST 1010, FCST 1020, GHSS 2901, GHSS 2902 as electives while at Georgia Highlands College. It bears mentioning that a total of 464 students (40%) took those courses online. The attention to on online enrollment is especially important as eClassroom and web-based courses comprise our largest campus in Fall 2018, with 2,508 students. With these things in mind, face-to-face and web-based versions of "Introduction to Cultural Diversity" serves to increase course selection, attract students to the psychology program and, ultimately, graduate more students from the Division of Social Science, Business, and Education.

There is, however, a challenge to students in our service sector and geographic area—the cost of textbooks. According to the not-for-profit organization, College Board, the average student in a 2-year college spends \$1410 on textbooks and supplies each year (2017). A recent Wall Street Journal article further notes that this cost is only increasing, as textbook publishers have increased their prices 6% per year over the last ten years (Mitchell, 2014). The result can be disastrous for students. The U.S. Public Interest Research Group has found that 70% of undergraduates on college campuses have not purchased one or more textbooks because the costs were too high (2011), causing students to receive lower grades or to withdraw from a course, ultimately affecting the student and the college.

Georgia Highlands College is an access institution. Approximately 14% of the populations in the counties in and contiguous to our campus live below the poverty line, while in some areas only 20% of the population has completed a Bachelor's degree (United States Census Bureau QuickFacts at <http://www.census.gov/quickfacts>). Socioeconomic situations like this creates barriers related to affordability, completion rates, learning and attainment gap issues for students in this status (Colvard, Watson and Park, 2018). One of the effects of this socioeconomic situation is that nearly 70% of GHC students receive the Pell grant as part of their financial aid. Recent research suggests that switching from a traditional commercial textbook to an OER textbook has important implications for students from a lower socioeconomic status. In a first of its kind study focused on particular groups of students on the lower end of the attainment gap, Colvard, Watson and Park (2018) conclude that "OER is an equity strategy for higher education: providing all students with access to course materials on the first day of class serves to level the academic playing field in course settings" (p. 273).

GHC is widely recognized as a place where the citizens of northwest Georgia can come for affordable excellence. We must continue that work by finding ways to lower the price of course material. Students often cite the inability to afford textbooks as a barrier to their success. Even students on financial aid often cannot buy books until after classes begin, thus starting the semester at a disadvantage. If students have access to high quality online reading sources, in addition to the OER and instructor-created media, they can begin working with the course materials from the first day of class. Moreover, OER and instructor-created content are modular and flexible, allowing instructors to structure course materials to the course, rather than the other way around.

For Area F courses, student learning outcomes are more flexible, as each division has a special topics course in the catalog designated for independent studies, honors projects, research studies, specialized courses and courses in interdisciplinary studies. The course description of "Psychology 2222: Special Topics in Psychology" is as follows: This course consists of individual or independent work under supervision of a member of the faculty with whom specific arrangements have been made (directed reading, research, laboratory or field observation projects). The transferability of credit in this course will depend on the evaluation of the receiving institution. This course may be repeated for credit for an accumulated total of 3 hours.

Transformation Action Plan

The transformation action plan is comprised of three phases before course delivery in the Fall 2019 (pre-planning, planning, and course design).

Pre-Planning

The pre-planning phase is complete. Subject Matter Experts (SME) have perused and discussed several options for low- and no-cost textbooks and materials. Understanding the Psychology of Diversity by Bruce E. Blaine has been chosen as the best option for the project goals and will serve as primary textbook for PSYC 2222. Understanding the Psychology of Diversity has received very positive reviews and students have unlimited access to the book online via the GHC library. "A psychology of diversity considers how individuals' thoughts, feelings, and behavior are intertwined with their diverse social environments" (Blaine and Brenchley, 2018, p.13). As such, this course will focus on the connections between diversity and the psychological processes that occur at the individual, social, and international contexts. The course will examine diversity in a wide variety of ways, including religious discrimination, sexism, racism and ethnic bias, ageism, weightism, heterosexism, social stigma and stereotypes. Students who take this course will have several opportunities to distinguish and discuss the similarities and differences in how people around the world respond to diversity.

To help contextualize the terms and concepts in the course, the primary text will be heavily supplemented with films and documentaries from Swank Motion Pictures and Media Education Foundation. Swank is a database of popular film. "Media Education Foundation produces and distributes documentary films and other educational resources to inspire critical thinking about the social, political, and cultural impact of American mass media" (Media Education Foundation, 2015). These streaming services are also free to GHC and easily accessed through the library's website. Although the publisher does provide instructor resources for the primary textbook, those resources need to be updates and revised to fit the needs and aims of the course. Discussion guides, in-class and web-based activities, supplemental readings, and resources will need to be identified and/or created.

Planning

In the planning phase, SMEs will determine what supplementary materials need to be revised and what original materials need to be created. Activities, websites, articles, and videos will be identified and assessed for appropriateness and effectiveness as supplemental materials. During this time, Dr. Callahan and Ms. Carter will organize the content into modules that align with the chapters in the primary textbook. In this phase, Subject Matter Experts will also develop the project-based learning modules to facilitate both student-directed learning and support the identification of gifted and talented students from within GHC's diverse community. Using the backward design approach, course content, activities, and assignments will be arranged and scaffolded for the successful completion of the class project. The final project for the class is a Project-Based Learning Module. The PBLM supports student success in the course by providing with a guide with clear expectations and a reference for grading the different sections of the assignment, as well as the completed final project. For example, students will create a Public Service Announcement that addresses an aspect of diversity discussed in the course.

The creation and addition of project-based learning modules also presents several benefits to the GHC community and the surrounding high schools. First, these modules would help grow the Honors program because students are provided more opportunities to earn Honors credit. Second, as the Honors option is available to all students in the course, pre-approved project-based learning modules for the Honors option provides students the opportunity to consider taking the course for Honors credit. This approach allows students to self-identify as an Honors student. Third, the project-based learning modules support important college initiatives, including Diversity, Global Learning and Study Abroad, and the Honors program. In addition to growing the Honors program, these modules provide opportunities for service learning projects focused on social justice and undergraduate research. This phase of the project is scheduled to complete and the end of January 2019.

Course Design

The backward design process in Dee Fink's Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses and the American Association of Colleges and Universities' VALUE Rubric will guide course redesign. Fink's approach will provide the methodology for aligning learning outcomes with course material. The VALUE rubric helps to support the assessment of original work produced by students from multiple disciplines traversing diverse learning pathways. This interdisciplinary and intercultural approach to design and assessment of this design will incorporate and link to student learning outcomes assessed for SACS Accreditation. This systematic reorganization will occur during the months of February to May 2019. During this time, Dr. Callahan and Ms. Carter will assemble the content modules to create learning experiences based upon project-based learning modules. Dr. Callahan will design surveys to document the experiences and perceptions of students in regard to the textbook and materials. Dr. Callahan will also serve as Instructional Designer to load content and resources into modules and for students that satisfies Quality Matters accessibility requirements and effectively deals with any copyright issues and embed assessment tools into the D2L "seed" course modules for full-time and part-time instructors who choose to teach this course in the future. Both SMEs will serve Co-Investigators and work together to evaluate student and

instructor success and experience. Evaluation measures include quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

Implementation

One (1) online course and one (1) face-to-face course will be offered each semester beginning. A total of six (6) sections PSYC 2222 will be offered throughout 2019-2020 academic year. Although there is a large potential to grow this course to a scale large enough to require and recruit adjunct instructors, the courses for this iteration of the project will be taught by Dr. Sean Callahan. Full-time faculty at GHC are required to teach a 5/5 course load. Because we do not have access to Teaching Assistants, teaching this course could constitute an overload for full-time faculty.

Quantitative & Qualitative Measures

Impact on student success and experience: Impact on student success and experience includes a) a survey to assess the perceived quality, experience, and satisfaction of students using OER materials delivered at the end of the course, b) student achievement of SLOs, c) grade averages of students in the course and d) students' book buying behavior (whether they would have taken the course with original textbook and how many times they have decided not to buy the book(s) for a course). In terms of qualitative assessment, open-ended questions in the survey will be used to gather data regarding students' experiences with OER materials for the course. More specifically, a thematic analysis will be used to establish any themes and patterns that impact the delivery of the course and student performance.

This course design will assess the following student learning outcomes for SACS Accreditation:

Student Learning Outcome 1 (diversity): Students will recognize and respect the complexity of sociocultural diversity and individual differences.

Student Learning Outcome 2 (fundamental content): Students will recognize, compare, and apply the core domains of psychology.

Student Learning Outcome 3 (scientific inquiry): Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science.

Student Learning Outcome 4 (professional and personal development): Students will recognize the value of psychology in professional and personal domains.

This course emphasizes Student Learning Outcome #1 and reinforces Student Learning Outcomes #2, #3 and #4.

Attitudes regarding cultural diversity: To assess students' attitudes toward issues related to cultural diversity, a pre-course survey will be administered to establish a baseline during the first week of class. To measure any effects of the course, post-course survey will be administered at the end of the course.

Engagement of course materials: This portion of the assessment will measure which course materials and resources (e.g. articles, videos, podcasts, assignments, etc.) were accessed most frequently by students. Having a better idea of what types of materials students gravitate towards is helpful for revisions and improvements to future iterations of the course. For example, one aspect of assessment will focus on the Multiple Choice Question Generator (MCQG). This assignment requires students to generate questions based upon assigned content material. These questions will be incorporated into a question bank, categorized by chapter and Bloom's Taxonomy of Thinking Skills, for use with exams and quizzes. The MCQG is designed to force students to engage the course materials in ways that facilitate distributed and deliberate practice of thinking and study skills.

Timeline

Oct 2018–Dec 2018—Assess the selected OER, Understanding the Psychology of Diversity, to determine what supplementary materials need to be added to the content materials.

Jan 2019—May 2019— Systematic course redesign. Identify, locate, and compile no-cost, online, supplemental content materials. Align OER materials with chapters selected textbook and Student Learning Outcomes. IRB submitted to Review Board.

June 2019—July 2019— Designed course loaded to modules on D2L. Module components and links tested and edited, if necessary.

Aug 2019—Live delivery of courses. Cultural diversity pre-assessment released to students.

Late Nov 2019—Cultural diversity post-assessment released to students. Data collection on student experience and success and instructor experience.

Dec 2019— SMEs and Co-P.I.s will collaborate on analysis of data collected and assemble final report. Deliverables submitted GALILEO repository.

Budget

Alexis Carter, SME/Co-P.I., \$4000

J. Sean Callahan, Inst. of Record/SME/Co-P.I., \$4000

Travel to Kick Off: \$800

Total: \$8,800

Sustainability Plan

In terms of sustainability, PSYC 2222 functions as a “seed” course with modules comprised of an online textbook, supplemental readings and videos, assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage full-time faculty to adopt the designed course, but also serve as a ready-to-teach course for part-time faculty.

Other approaches to sustainability include a Scaling Up grant proposal submission for future rounds. Although this Standard Scale proposal includes only 6 sections of the course, PSYC 2222 could be easily be remixed and/or scaled up to serve over 500 students in web-based and face-to-face sections. Offering more web-based sections of this course is especially important, as online students comprise the largest and fastest growing segment of our student population. To support the potential increase in course offerings, future grant proposals a stipend will be included in the budget for adjunct and full-time instructors to increase buy-in and participation in the personalization and evaluation of the no-cost experience. The “seed” course and modules will also be made available to faculty at other USG institutions via GALILEO Open Learning Materials repository. Course materials will be maintained Dr. Callahan for use into the foreseeable future.

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.

9/10/2018

To whom it may concern:

I write this letter as Dean of Social Sciences, Business, and Education at Georgia Highlands College in support of Alexis Carter's and Dr. Sean Callahan's proposal for an Affordable Learning Georgia Textbook Transformation Grant in Round Twelve for implementation beginning Fall Semester 2019.

Dr. Callahan and Ms. Carter are proposing to create an Introduction to Cultural Diversity "seed" course (to be listed as PSYC 2222) with Open Educational Resources. This will result in a savings for students of nearly \$66.71-\$71.62 per student per course. I believe that this is an especially worthy undertaking here at Georgia Highlands, where many of our students depend on financial aid not only to meet the costs of their education but their living expenses as well. I would expect that adopting OER materials will help Georgia Highlands in the areas of retention, a USG initiative, and course completion, a long-standing USG goal. Currently, many students do not purchase expensive texts for courses and their performance suffers. By adopting OER materials, a significant barrier to student performance and completion will be removed.

Alexis Carter and Dr. Callahan have a well-developed plan for shifting to an OER-based text. I fully support this shift, and have encouraged other faculty in my Division to shift to OER, where available, for their courses. As an institution, Georgia Highlands strives to be at the forefront of the University System of Georgia's plans to make college affordable through lowering the cost of textbooks through Use of OERs as well as seeking out low-cost texts. I believe Alexis Carter and Dr. Callahan are worthy of financial support as he works towards these ends and I strongly support his application for grant funding.

Best,

Dr. Alan Nichols
Dean, Division of Social Sciences, Business, and Education
Georgia Highlands College
3175 Cedartown Highway
Rome GA, 30161
706-368-7615
anichols@highlands.edu

September 10, 2018

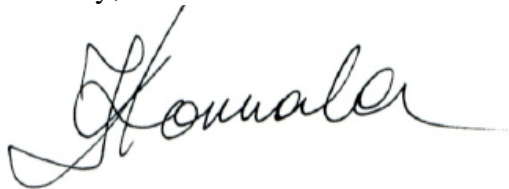
To Whom It May Concern:

I am writing this letter in support of the Affordable Learning Georgia Textbook Transformation Grant application submitted by Alexis Carter and Dr. Sean Callahan, beginning Fall Semester 2019.

The proposed grant would enable Ms. Carter and Dr. Callahan to create an Introduction to Cultural Diversity “seed” course (to be listed as PSYC 2222) with Open Educational Resources. This will result in a savings for students of nearly \$66.71-\$71.62 per student per course. Currently, many students do not purchase expensive texts for courses and their performance suffers. By adopting OER materials, a significant barrier to student performance and completion will be removed. As the University System of Georgia institutions continue to be at the forefront of best practices, the grant plans to make college affordable through lowering the cost of textbooks through use of OERs as well as seeking out low-cost texts.

I strongly support this application for grant funding, and I also support Ms. Carter and Dr. Callahan’s plan for creating access to OER-based texts.

Sincerely,



Irene Kokkala, M.Sc., Ph.D.
Director, DETI
Professor of Biology

Affordable Learning Georgia Textbook Transformation Grant
Award Cycle: Round 12
Internal Submission Deadline: September 10, 2018

Submitter Name	J. Sean Callahan
Submitter Title	Associate Professor of Psychology
Submitter Email	scallaha@highlands.edu
Submitter Phone Number	706-340-0192
Submitter Campus Role	Proposal Team Leader
Applicant Name	J. Sean Callahan
Applicant Email	scallaha@highlands.edu
Applicant Phone Number	706-340-0192
Primary Appointment Title	Associate Professor of Psychology/Executive Liaison for Diversity Initiatives
Institution Name(s)	Georgia Highlands College eCore/University of North Georgia
Team Members	T. Alexis Carter, Adjunct History Instructor, eCore/University of North Georgia Dr. J. Sean Callahan, Associate Professor of Psychology
Sponsor, Title, Department, Institution	Dr. Alan Nichols, Dean of Social Science, Business, and Education Division Georgia Highlands College Rome, Georgia 30161
Proposal Title	Introduction to Cultural Diversity: A no-cost option
Course Names, Course Numbers and Semesters Offered	PSYC 2222: Introduction to Cultural Diversity Offered Fall, Spring and Summer semesters
Final Semester of Instruction	Fall 2019

Average Number of Students Per Course Section	20	Number of Course Sections Affected by Implementation in Academic Year	6	Total Number of Students Affected by Implementation in Academic Year	120
Award Category (pick one)	<input checked="" type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Interactive Course-Authoring Tools and Software <input checked="" type="checkbox"/> Specific Top 100 Undergraduate Courses				
List the original course materials for students (including title, whether optional or required, & cost for each item)	Required text: On Being Different: Diversity and Multiculturalism in the North American Mainstream 4 th Edition By Conrad Kottak and Kathryn Kozaitis \$66.71-\$71.62				
Requested Amount of Funding	\$8,800				
Original Per Student Cost	\$66.71-\$71.62				
Post-Proposal Projected Per Student Cost	\$0				
Projected Per Student Savings	\$100%				
Projected Total Annual Student Savings	\$8,005-\$9331				
Creation and Hosting Platforms Used	D2L				

1.1 NARRATIVE STATEMENT

Recent events in the news have made the need to understand cultural diversity more important than ever. University of North Georgia responded by creating a series of diversity courses that allows faculty and staff the opportunity to earn a graduate-level certificate after completing the program (Marshall, 2016). The University of Missouri requires undergraduate students to complete a three-hour diversity intensive course in order to graduate (Fricke, 2016). While the measures mentioned above were in response to specific incidents, there are several examples of where institutions where higher education initiating pre-emptive measures against racially- and culturally-insensitive attitudes and behaviors on their respective campuses. These courses are offered and, in some cases, required coursework for new students and graduating students. In other examples, Southern Methodist University requires that every graduating student have taken a course (three credit hours) focused on race-, gender- or ethnicity-related issues, and/or non-western issues. In a similar vein, this proposal seeks to create a course focused on topics that introduce students to the dynamics of cultural diversity and increase cultural competency. Research suggests that cultural competency training “not only...teach[es] learners about cultural differences and ways in which to engage respectfully with persons of other cultures, but also to provide implicit bias training to increase learners’ awareness of the unconscious and subtle associations made between groups of people and stereotypes attributed to the group.” (Office of Planning, Evaluation and Policy Development, 2016, p. 41)

The need to familiarize students with the dynamics of cultural diversity and increase cultural competency is paramount. Access to quality course materials should not serve as an impediment to their intellectual and civic development. To that end, we intend to provide free, high quality learning materials for Georgia Highlands College students who take PSYC 2222 by converting from current purchased textbook and adopting Open Educational Resource materials. Like many other college students, the struggle to find ways to pay for college is one of several challenges our students experience on the path to success. To help disintegrate these barriers, faculty and staff at GHC have worked to save students over 4 million dollars in textbook costs. Additionally, Georgia Highlands College has been successful in increasing enrollment and retention. Our most recent numbers show an increase in student enrollment (6,025), trending ahead of last fall’s enrollment of 6,013.

There is still much work to be done. Textbooks are still expensive. And while technology seems to be a viable pathway to lessening the burden of college expenses, it can also be the impetus for creative problem solving by some students. Technology seems to be Life is still expensive. And, our students continually demonstrate how the technological landscape forces instructors and curriculum designers to teach them differently. Students have proven themselves exceedingly resourceful when it comes to completing assignments for courses. I recently discovered that the test bank for an Introduction to Psychology course I taught several years ago was easily accessed online and available to students, making it fairly easy to earn a decent grade with without buying the book. Their craftiness does not go unappreciated. As an educator, however, it goes without saying that this creativity can and should be put to use in experiences that promote student learning that allows them to pursue an education while balancing other important aspects of their lives rather than devising a “hustle” to get by. Although the strategy was successful in achieving

the short-term goal of passing the course, I imagine what other types of problems they could solve and what sort of innovations they could produce if the costs associated with a college degree were lessened or eliminated. But, it seems, for many students, the short-cut is better than the alternatives: drop the course, pay the bills.

This proposal is an effort to create better choices for our students and our instructors. The market costs for the current textbook is \$66.71-\$71.62. As a result of this transformation, the potential estimated collective savings for students in these six section is \$8,005-\$9,331 each academic year. However, it must be noted that this proposal has the potential to impact 20 sections, an estimated savings of \$33,335-\$35,810 each academic year. This potential savings is based upon a need to replace 30-40 new courses, as FCST and FCCS (Area B) courses were eliminated in the summer semester of 2018.

To help sustain the efforts to create better choices for our students and instructors, future iterations of the course are being discussed among social science faculty at GHC. The proposed course (PSYC 2222) and its OER materials will be repurposed and remixed with relative ease to meet the outcomes associated with those Area B elective courses. More specifically, these materials will be integrated into a history course, HIST 2154: Minorities in US History to help ground the course in the sociological and psychological concepts of diversity, power, and national identity. In so doing, the resources collected and categorized for PSYC 2222 have already begun to demonstrate a fair degree of sustainability as well as support from the Dean of the Division of Social Science, Business, and Education, Dr. Alan Nichols.

To the point, the adoption of free, open, high quality resources makes higher education more affordable to a higher number of Georgia Highlands College students, contributes to the goals of Complete College Georgia, and is designed to meet the criteria of the USG Core Curriculum Courses. The course, *Introduction to Cultural Diversity*, appears on the list of courses within the USG Core Curriculum that have not had a Textbook Transformation Grant or eCore implementation provided in the *Requests for Proposals* document on ALG website.

The importance and benefits of understanding cultural diversity has not gone undervalued by Georgia Highlands College. The GHC Mission underscores an intentional focus on providing “access to excellent educational opportunities for the intellectual, cultural, and physical development of a diverse population...” (GHC Mission Statement, 2017). To that end, there have been several courses offered that emphasized different aspects of diversity, including courses titled “Introduction to Race and Prejudice”, “Bullying”, “Psychology of Hip Hop”, and “Psychology of Women”, to name a few. “Introduction to Cultural Diversity” course would be great addition to the list of possible courses.

1.2 STATEMENT OF TRANSFORMATION

Impact of Transformation

The transformative impact of this grant focuses on four areas: enhancing curriculum, student retention, instructor/student readiness, and institutional branding.

PSYC 2222: Introduction to Cultural Diversity functions as an elective for an Area F (social science) common core requirement at Georgia Highlands College. Students whose program of study focuses on general studies, psychology, history, and some other social sciences may also take these courses to satisfy criteria in Area F. As such, PSYC 2222 provides access to complete course requirements from several different avenues for entering and returning students, as no formal prerequisites other than learning support clearance in English and Reading are required. Over half of our students (1,156 students, in 71 teaching sections in AY 2017-2018) took either FCST 1010, FCST 1020, GHSS 2901, GHSS 2902 as electives while at Georgia Highlands College. It bears mentioning that a total of 464 students (40%) took those courses online. The attention to on online enrollment is especially important as eClassroom and web-based courses comprise our largest campus in Fall 2018, with 2,508 students. With these things in mind, face-to-face and web-based versions of “Introduction to Cultural Diversity” serves to increase course selection, attract students to the psychology program and, ultimately, graduate more students from the Division of Social Science, Business, and Education.

There is, however, a challenge to students in our service sector and geographic area—the cost of textbooks. According to the not-for-profit organization, College Board, the average student in a 2-year college spends \$1410 on textbooks and supplies each year (2017). A recent Wall Street Journal article further notes that this cost is only increasing, as textbook publishers have increased their prices 6% per year over the last ten years (Mitchell, 2014). The result can be disastrous for students. The U.S. Public Interest Research Group has found that 70% of undergraduates on college campuses have not purchased one or more textbooks because the costs were too high (2011), causing students to receive lower grades or to withdraw from a course, ultimately affecting the student and the college.

Georgia Highlands College is an access institution. Approximately 14% of the populations in the counties in and contiguous to our campus live below the poverty line, while in some areas only 20% of the population has completed a Bachelor’s degree (United States Census Bureau QuickFacts at <http://www.census.gov/quickfacts>). Socioeconomic situations like this creates barriers related to affordability, completion rates, learning and attainment gap issues for students in this status (Colvard, Watson and Park, 2018). One of the effects of this socioeconomic situation is that nearly 70% of GHC students receive the Pell grant as part of their financial aid. Recent research suggests that switching from a traditional commercial textbook to an OER textbook has important implications for students from a lower socioeconomic status. In a first of its kind study focused on particular groups of students on the lower end of the attainment gap, Colvard, Watson and Park (2018) conclude that “OER is an equity strategy for higher education: providing all students with access to course materials on the first day of class serves to level the academic playing field in course settings” (p. 273).

GHC is widely recognized as a place where the citizens of northwest Georgia can come for affordable excellence. We must continue that work by finding ways to lower the price of course material. Students often cite the inability to afford textbooks as a barrier to their success. Even students on financial aid often cannot buy books until after classes begin, thus starting the semester at a disadvantage. If students have access to high quality online reading sources, in addition to the OER and instructor-created media, they can begin working with the course materials from the first day of class. Moreover, OER and instructor-created content are modular and flexible, allowing instructors to structure course materials to the course, rather than the other way around.

For Area F courses, student learning outcomes are more flexible, as each division has a special topics course in the catalog designated for independent studies, honors projects, research studies, specialized courses and courses in interdisciplinary studies. The course description of “Psychology 2222: Special Topics in Psychology” is as follows: *This course consists of individual or independent work under supervision of a member of the faculty with whom specific arrangements have been made (directed reading, research, laboratory or field observation projects). The transferability of credit in this course will depend on the evaluation of the receiving institution. This course may be repeated for credit for an accumulated total of 3 hours.*

1.3 TRANSFORMATION ACTION PLAN

The transformation action plan is comprised of three phases before course delivery in the Fall 2019 (pre-planning, planning, and course design).

Pre-Planning

The pre-planning phase is complete. Subject Matter Experts (SME) have perused and discussed several options for low- and no-cost textbooks and materials. *Understanding the Psychology of Diversity* by Bruce E. Blaine has been chosen as the best option for the project goals and will serve as primary textbook for PSYC 2222. *Understanding the Psychology of Diversity* has received very positive reviews and students have unlimited access to the book online via the GHC library. “A psychology of diversity considers how individuals’ thoughts, feelings, and behavior are intertwined with their diverse social environments” (Blaine and Brenchley, 2018, p.13). As such, this course will focus on the connections between diversity and the psychological processes that occur at the individual, social, and international contexts. The course will examine diversity in a wide variety of ways, including religious discrimination, sexism, racism and ethnic bias, ageism, weightism, heterosexism, social stigma and stereotypes. Students who take this course will have several opportunities to distinguish and discuss the similarities and differences in how people around the world respond to diversity.

To help contextualize the terms and concepts in the course, the primary text will be heavily supplemented with films and documentaries from Swank Motion Pictures and Media Education Foundation. Swank is a database of popular film. “Media Education Foundation produces and distributes documentary films and other educational resources to inspire critical thinking about the social, political, and cultural impact of American mass media” (Media Education Foundation, 2015). These streaming services are also free to GHC and easily accessed through the library’s website. Although the publisher does provide instructor resources for the primary textbook, those resources need to be updated and revised to fit the needs and aims of the course. Discussion guides, in-class and web-based activities, supplemental readings, and resources will need to be identified and/or created.

Planning

In the planning phase, SMEs will determine what supplementary materials need to be revised and what original materials need to be created. Activities, websites, articles, and videos will be identified and assessed for appropriateness and effectiveness as supplemental materials. During this time, Dr. Callahan and Ms. Carter will organize the content into modules that align with the chapters in the primary textbook. In this phase, Subject Matter Experts will also develop the project-based learning modules to facilitate both student-directed learning and support the identification of gifted and talented students from within GHC’s diverse community. Using the backward design approach, course content, activities, and assignments will be arranged and scaffolded for the

successful completion of the class project. The final project for the class is a Project-Based Learning Module. The PBLM supports student success in the course by providing with a guide with clear expectations and a reference for grading the different sections of the assignment, as well as the completed final project. For example, students will create a Public Service Announcement that addresses an aspect of diversity discussed in the course.

The creation and addition of project-based learning modules also presents several benefits to the GHC community and the surrounding high schools. First, these modules would help grow the Honors program because students are provided more opportunities to earn Honors credit. Second, as the Honors option is available to all students in the course, pre-approved project-based learning modules for the Honors option provides students the opportunity to consider taking the course for Honors credit. This approach allows students to self-identify as an Honors student. Third, the project-based learning modules support important college initiatives, including Diversity, Global Learning and Study Abroad, and the Honors program. In addition to growing the Honors program, these modules provide opportunities for service learning projects focused on social justice and undergraduate research. This phase of the project is scheduled to complete and the end of January 2019.

Course Design

The backward design process in Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and the American Association of Colleges and Universities' *VALUE Rubric* will guide course redesign. Fink's approach will provide the methodology for aligning learning outcomes with course material. The VALUE rubric helps to support the assessment of original work produced by students from multiple disciplines traversing diverse learning pathways. This interdisciplinary and intercultural approach to design and assessment of this design will incorporate and link to student learning outcomes assessed for SACS Accreditation. This systematic reorganization will occur during the months of February to May 2019. During this time, Dr. Callahan and Ms. Carter will assemble the content modules to create learning experiences based upon project-based learning modules. Dr. Callahan will design surveys to document the experiences and perceptions of students in regard to the textbook and materials. Dr. Callahan will also serve as Instructional Designer to load content and resources into modules and for students that satisfies Quality Matters accessibility requirements and effectively deals with any copyright issues and embed assessment tools into the D2L "seed" course modules for full-time and part-time instructors who choose to teach this course in the future. Both SMEs will serve Co-Investigators and work together to evaluate student and instructor success and experience. Evaluation measures include quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

Implementation

One (1) online course and one (1) face-to-face course will be offered each semester beginning. A total of six (6) sections PSYC 2222 will be offered throughout 2019-2020 academic year. Although there is a large potential to grow this course to a scale large enough to require and recruit adjunct instructors, the courses for this iteration of the project will be taught by Dr. Sean Callahan. Full-time faculty at GHC are required to teach a 5/5 course load. Because we do not have access to Teaching Assistants, teaching this course could constitute an overload for full-time faculty.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative and qualitative measures administered in the Fall semester of 2019 and will focus on three areas:

- 1) Impact on student success and experience: Impact on student success and experience includes a) a survey to assess the perceived quality, experience, and satisfaction of students using OER materials delivered at the end of the course, b) student achievement of SLOs, c) grade averages of students in the course and d) students' book buying behavior (whether they would have taken the course with original textbook and how many times they have decided not to buy the book(s) for a course). In terms of qualitative assessment, open-ended questions in the survey will be used to gather data regarding students' experiences with OER materials for the course. More specifically, a thematic analysis will be used to establish any themes and patterns that impact the delivery of the course and student performance.

This course design will assess the following student learning outcomes for SACS Accreditation:

- Student Learning Outcome 1 (diversity): Students will recognize and respect the complexity of sociocultural diversity and individual differences.
- Student Learning Outcome 2 (fundamental content): Students will recognize, compare, and apply the core domains of psychology.
- Student Learning Outcome 3 (scientific inquiry): Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science.
- Student Learning Outcome 4 (professional and personal development): Students will recognize the value of psychology in professional and personal domains.

This course emphasizes Student Learning Outcome #1 and reinforces Student Learning Outcomes #2, #3 and #4.

- 2) Attitudes regarding cultural diversity: To assess students' attitudes toward issues related to cultural diversity, a pre-course survey will be administered to establish a baseline during the first week of class. To measure any effects of the course, post-course survey will be administered at the end of the course.
- 3) Engagement of course materials: This portion of the assessment will measure which course materials and resources (e.g. articles, videos, podcasts, assignments, etc.) were accessed most frequently by students. Having a better idea of what types of materials students gravitate towards is helpful for revisions and improvements to future iterations of the course. For example, one aspect of assessment will focus on the Multiple Choice Question Generator (MCQG). This assignment requires students to generate questions

based upon assigned content material. These questions will be incorporated into a question bank, categorized by chapter and Bloom's Taxonomy of Thinking Skills, for use with exams and quizzes. The MCQG is designed to force students to engage the course materials in ways that facilitate distributed and deliberate practice of thinking and study skills.

1.5 TIMELINE

Oct 2018–Dec 2018—Assess the selected OER, *Understanding the Psychology of Diversity*, to determine what supplementary materials need to be added to the content materials.

Jan 2019—May 2019— Systematic course redesign. Identify, locate, and compile no-cost, online, supplemental content materials. Align OER materials with chapters selected textbook and Student Learning Outcomes. IRB submitted to Review Board.

June 2019—July 2019— Designed course loaded to modules on D2L. Module components and links tested and edited, if necessary.

Aug 2019—Live delivery of courses. Cultural diversity pre-assessment released to students.

Late Nov 2019—Cultural diversity post-assessment released to students. Data collection on student experience and success and instructor experience.

Dec 2019— SMEs and Co-P.I.s will collaborate on analysis of data collected and assemble final report. Deliverables submitted GALILEO repository.

1.6 BUDGET

Alexis Carter, SME/Co-P.I.	\$4000
J. Sean Callahan, Inst. of Record/SME/Co-P.I.	\$4000
<u>Travel to Kick Off</u>	<u>\$800</u>
Total	\$8,800

1.7 SUSTAINABILITY PLAN

In terms of sustainability, PSYC 2222 functions as a “seed” course with modules comprised of an online textbook, supplemental readings and videos, assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage full-time faculty to adopt the designed course, but also serve as a ready-to-teach course for part-time faculty.

Other approaches to sustainability include a Scaling Up grant proposal submission for future rounds. Although this Standard Scale proposal includes only 6 sections of the course, PSYC 2222 could be easily be remixed and/or scaled up to serve over 500 students in web-based and face-to-face sections. Offering more web-based sections of this course is especially important, as online students comprise the largest and fastest growing segment of our student population. To support the potential increase in course offerings, future grant proposals a stipend will be included in the budget for adjunct and full-time instructors to increase buy-in and participation in the personalization and evaluation of the no-cost experience. The “seed” course and modules will also be made available to faculty at other USG institutions via GALILEO Open Learning Materials repository. Course materials will be maintained Dr. Callahan for use into the foreseeable future.

References

- Blaine, B and Brenchley, K (2016). *Understanding the psychology of diversity*. SAGE: CA
- College Board. (2017). *Trends in college pricing, 2017*. Retrieved August 8, 2018, from <http://trends.collegeboard.org/>
- Colvard, N. B., Watson, C. E., & Park, H. (2018). The impact of Open Educational Resources on various student success metrics, *International Journal of Teaching and Learning in Higher Education*, 30:2, 262-276.
- Fricke, P. (2016, March 24). Mizzou will require ‘diversity intensive courses for graduation. *Campus Reform*. Retrieved from <https://www.campusreform.org/?ID=7412>
- Kite, M. (2013) *Activities for teaching about prejudice and discrimination*. Retrieved from <http://www.apadiv2.org/Resources/Documents/otrp/resources/kite13.pdf>

Marshall, M. (2016, May 16). Faculty and staff succeed in inaugural diversity studies courses at UNG. *UNG Newsroom*. Retrieved from <https://ung.edu/news/articles/2016/05/faculty-and-staff-succeed-in-inaugural-diversity-studies-courses-at-ung.php>

Media Education Foundation. (2015). What we believe. Retrieved August 8, 2018, from <http://www.mediaed.org/about-mef/what-we-believe/>

Office of Planning, Evaluation, and Policy Development. (2016, November). *Advancing diversity and inclusion in higher education: Key data highlights focusing on race and ethnicity and promising practices*. Retrieved from <https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>