

**Affordable Learning Georgia Textbook Transformation Grants: Round 2**  
**Summer 2015, Fall 2015, Spring 2016**  
**Proposal Form and Narrative**

<b>Institution Name(s)</b>	Georgia State University				
<b>Team Members</b>	Susan Willey, Clinical Professor of Legal Studies, Department of Risk Management and Insurance <a href="mailto:willey@gsu.edu">willey@gsu.edu</a>  Zoe Salloom, Senior Instructional Designer, Center for Instructional Innovation <a href="mailto:zsalloom@gsu.edu">zsalloom@gsu.edu</a>				
<b>Sponsor, Title, Department, Institution</b>	Greg Howell, Associate Director, Office of Sponsored Proposals and Awards, Georgia State University				
<b>Course Names, Course Numbers and Semesters Offered</b>	BUSA 2106, Legal and Ethical Environment of Business Offered Summer, Fall and Spring terms every year				
<b>Average Number of Students Per Course Section</b>	65	<b>Number of Course Sections Affected in AY 2016</b>	38-40	<b>Total Number of Students Affected in AY 2016</b>	2400 to 2600
<b>Award Category (pick one)</b>	<input checked="" type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Course Pack Pilots <input type="checkbox"/> Transformations-at-Scale				
<b>List the original course materials for students</b>	Required Textbook:  Miller & Cross, <i>The Legal Environment Today</i> (8 <sup>th</sup> ed. 2016)			\$250.00  <b>Total Cost</b> \$600,000 to \$650,000	
<b>Plan for Hosting Materials</b>	<input type="checkbox"/> <a href="#">OpenStax CNX</a> <input checked="" type="checkbox"/> D2L <input type="checkbox"/> <a href="#">LibGuides</a> <input type="checkbox"/> Other _____				
<b>Projected Per Student Cost</b>	\$0		<b>Projected Per Student Savings (%)</b>	100%	

## 1. PROJECT GOALS

BUSA 2106, *The Legal Environment of Business*, is one of the top 50 enrolled lower division courses in the USG. At Georgia State University, roughly 2000 students annually take BUSA 2106. Nearly 60% of our students are eligible for Pell Grants and 55% actually receive them to help finance their education. In surveys of my students, between 6 and 17% admit not purchasing the textbook. Our primary goal is to make GSU education more affordable by replacing the required textbook with sustainable, interactive, educational content developed from no-cost, publicly available materials. Later, we plan to create short, content videos both to supplement these materials and to facilitate hybrid and/or flipped BUSA 2106 classes, perhaps with support of a Transformations-At-Scale grant.

**Description of Transformation:** In 30 years of teaching The Legal Environment of Business course, I have reviewed and/or used textbooks by all the major publishers, including the free Open Textbook, *Business Law and the Legal Environment* on Merlot II. Available textbooks are expensive and provide too much information for a one-semester course. They also do not adequately engage students, provide them with sufficient opportunities to apply content, promote critical thinking, or keep up with the changing legal environment of business. As described below, we will compile and create no-cost content and post it on a redesigned D2L course site that is more engaging and interactive than available textbooks.

**Identification of Affected Stakeholders:** GSU BUSA 2106 students and instructors are the primary stakeholders; future stakeholders include BUSA 2106 students and instructors at other USG institutions.

**Impact of Transformation on Stakeholders and Course Success:** The immediate impact of the transformed course will be significant cost savings to students in the piloted classes. As discussed in the assessment and sustainability sections below, we anticipate that the redesigned course and content will improve student preparation, engagement and performance, permitting instructors to engage students in higher-level thinking activities in class. Posting materials on D2L will also provide instructors with quality teaching materials and produce more continuity across sections, particularly those taught by part-time instructors. After the pilot, we will engage in collaborative efforts with other BUSA 2106 instructors at GSU to expand and enrich the no-cost materials in the transformed course as we implement it in more sections.

### 1.1 TRANSFORMATION ACTION PLAN

**Identification, Review, Selection and Creation of New Course Materials:** In transforming BUSA 2106, we will retain the structure, legal topics, and learning outcomes of the current course. To replace the textbook, we will identify and select legal content readily available on federal and state government agency websites. For example, the Small Business Administration website provides explanations of partnerships, corporations, LLCs and other entities; factors to consider in selecting the appropriate entity for a business; and discussion of pertinent business law. The Department of Labor and EEOC websites provide legal information on a variety of employment issues from wage and hour issues (FLSA) to worker protection laws (e.g., OSHA, ERISA, FMLA, COBRA, HIPAA, and WARN), to Title VII, ADA, ADEA and other statutes and regulations to help employers and workers understand employment discrimination laws. Similarly, the Patent and Trademark Office and the US Copyright Office provide a wealth of legal resources on the protection of intellectual property. All these sites are regularly updated, making them ideal for this project. In addition to government websites, we will utilize GALILEO and library databases e.g., LexisNexis Academic to identify appropriate state and federal cases, EBSCO and Factiva to identify relevant news and academic articles that can be posted on D2L. Finally, we will create textual and video content to provide necessary background and context for these legal materials.

**Instructional Redesign of Syllabus and Course Materials:** The structure and content of the course syllabus will be redesigned to make it more interactive, with live links to the no-cost content posted on D2L instead of assigned readings and problems in the textbook. The website will also be redesigned to make that content accessible and interactive, allowing students to progress through linked readings (e.g., statutes, regulations, cases and current articles), content enhancing videos (e.g., the New York Times McDonald’s Hot Coffee retrospective) and interactive assignments such as web quests, mind-mapping or infographic exercises.

**Activities and Role of Each Team Member:** Content expert Susan Willey will identify, select and create no-cost content. She will work with Senior Instructional Designer Zoe Salloom to create an interactive D2L course site for these materials that is user-friendly and serves the needs of both undergraduate students and faculty teaching BUSA 2106.

**Providing Open Access to Transformed Course:** We will create the content as HTML documents, with links to interactive components. The transformed course will initially be made available to BUSA 2106 instructors at GSU and other USG institutions through a reusable D2L shell, and will later be made available on other platforms, e.g., as a website open to everyone, through the BOR learning objects repository and/or through one or more of the open textbook sites such as [collegeopentextbooks.org](http://collegeopentextbooks.org).

## 1.2 QUANTITATIVE AND QUALITATIVE MEASURES

We will compare student performance on quizzes, tests, and assignments in the transformed course with my student scores on similar tests and assignments in prior text-based versions of BUSA 2106. We’ll analyze that data to determine how student attainment of learning outcomes changes after textbooks have been replaced by the new content on D2L and to determine if there is any apparent effect on student retention by comparing the DFW rate to data from prior semesters.

I have administered course-specific assessments on D2L for a number of years that ask students to identify which course objectives listed in the syllabus they believe they have attained in the class, as well as whether and how the textbook, tests, quizzes, assignments, and other course materials contributed toward those learning outcomes. I will modify that instrument to assess how replacing the textbook with no-cost materials on D2L has affected their attainment of specified learning outcomes and how they evaluate the effectiveness of these materials in facilitating their learning of course content.

## 1.3 TIMELINE

Date	Milestone
01/15/2015	Begin designing D2L course site for revamped BUSA 2106.
03/15/2015	Complete initial collection of open source materials from Galileo and Merlot databases, government websites, Youtube and other available sources.
04/30/2015	Organize collected materials in D2L.
05/01/2015	Submit interim status report to ALG.
06/08/2015	Complete beta test of redesigned course in Maymester class and compile preliminary assessment data.
08/15/2015	Complete revisions to course website and e-materials based on beta test.
08/24/2015	Implement revised content and course redesign in two fall sections of BUSA 2106.
12/10/2015	Complete collection of assessment data.
01/15/2016	Submit final report to ALG with full analysis of assessment data.

## 1.4 BUDGET

**\$10,000 Stipend.** \$5,000 will be used to obtain a release for Susan Willey that has been pre-approved by her department chair if the grant is funded to allow Profesor Willey sufficient time to collect and organize materials, write chapter objectives and basic textual materials supplemented by links to government websites, videos and other available open source materials. \$5,000 will be used for release time for Zoe Salloom to design the D2L site and to develop videos and interactive exercises posted on it.

**\$800 Expenses.** Projected expenses include cost of travel to the required kick-off meeting on February 2, 2015 and any remaining funds will be used to create additional content videos and disseminate the results of this pilot to GSU colleagues.

## 1.5 SUSTAINABILITY PLAN

Once the D2L course site has been redesigned with selected and created materials and links as a no-cost alternative to a traditional and expensive textbook for BUSA 2106, it will be necessary to maintain the site so that the textless version of the course is sustainable and can continue to be offered each semester. While government websites (e.g., PTO, SBA, EEOC, SEC) are generally stable and updated regularly, links to content on GALILEO databases, Merlot, Youtube, and other websites will need to be verified to assure that they are still viable. The Robinson College of Business enables the legal studies faculty to hire law students as GRAs to assist in administering our large class sections and to provide research support; they will also be tasked with responsibility to verify and update links each semester, as well as to assist in identifying additional no-cost materials to enhance the redesigned website.

As indicated previously, a preliminary version of the transformed D2L site will be beta-tested in May 2015 and a revised version piloted in 2 sections of BUSA 2106 in Fall 2015. After assessment data has been collected and analyzed to determine if students have attained course learning outcomes at the same or improved levels compared to those using a textbook, the D2L course site will be shared with other GSU legal studies colleagues for implementation in more sections of BUSA 2106 in Spring 2016. Ultimately, we expect all full-time and part-time legal studies faculty at GSU to utilize the D2L course site to replace their BUSA 2106 textbooks, while allowing them to modify content as needed to meet their students' needs. As more instructional content videos are developed and more interactivity is added to the D2L website, we plan to offer it to BUSA 2106 instructors at other USG institutions.

## 1.6 REFERENCES & ATTACHMENTS

We have attached letters of support from Martin Grace, interim chair of the Department of Risk Management and Insurance, where BUSA 2106 is housed at GSU, and Greg Howell, Associate Director, Office of Sponsored Proposals and Awards in the Georgia State University's University Research and Services Administration, who will be responsible for receipt and distribution of funding for this proposal.

**PROPOSAL SUBMISSION: ALL PROPOSAL DOCUMENTS, REFERENCES, AND ATTACHMENTS MUST BE SUBMITTED IN A SINGLE EMAIL TO [ALG@GATECH.EDU](mailto:ALG@GATECH.EDU).**

DEPARTMENT OF  
RISK MANAGEMENT AND INSURANCE  
P.O. BOX 4036  
Atlanta, Georgia 30302-4036



Martin F. Grace  
Regents Professor &  
James S. Kemper Professor

Interim Chair  
404.413.7469 (office)  
mgrace@gsu.edu (email)  
mfi.robinson.gsu.edu

November 20, 2104

Center for 21<sup>st</sup> Century Universities  
Georgia Institute of Technology

Dear Members of the Review Committee:

I am offering my support to Prof. Susan Willey's proposed project under the Affordable Learning Georgia grant RFP.

I have the unique perspective of having taught the class (BUSA 2106) that Prof. Willey's grant proposal covers and I have been part of hallway conversations for a number of years on how to use our resources and our student's debit cards more effectively. Currently, a typical textbook has twenty-four to thirty chapters of which we cover sixteen or so. Working with the text book publishers we have managed to get one of them to provide our students with a custom looseleaf version of the textbook for approximately \$80 (if purchased directly from the publisher) instead of paying full retail price of \$250, but with no buyback opportunities. Almost every year in the recent past, we have had tedious negotiations about the production and pricing of this custom book. The current version will not be available for Fall 2015 classes, and we do not know if we will be able to continue to offer our students a custom version for less than \$100. Creating our own set of materials will both free us from this process and enable us to tailor course materials to the needs of our classes.

Professor Willey is uniquely skilled to lead this development team. She has taught the course for many years, knows our student's capabilities very well, and is highly respected in the legal studies academic community for her approach to pedagogy. In addition, while this course serves many students at GSU it is a Top 50 undergraduate course across the University System of Georgia institutions. Thus, the materials created by Prof. Willey could be the basis of course materials at other USG campuses. Further, since the materials will come from the public domain, other institutions can update the course for local needs. The major benefits of this proposal, if funded, will be a platform for innovation at GSU and for other interested professors across the state and real resources savings for our students.

I am happy to hear about these grant opportunities and I am wholly supportive of Prof. Willey's application to develop innovative materials for BUSA 2106.

Sincerely yours,

A handwritten signature in blue ink that reads "Martin F. Grace".

Martin F. Grace  
Regents' Professor,  
James S. Kemper Professor  
Interim Chair, Risk Management & Insurance

Endorsed by GSU Office of Sponsored  
Proposals and Awards

A handwritten signature in blue ink that reads "Greg Howell".  
Greg Howell, Associate Director