Request for Proposals to Develop
Core Curriculum Courses Enhanced with Technology

Due to Director of Instructional Technology Services on Thursday, December 1, 2016

The Core Curriculum Technology Enhancement Committee requests proposals to develop high-quality, high-enrollment core curriculum courses which use technology to enhance Texas A&M's undergraduate learning outcomes as stated in the left-hand column of the Office of the Provost's Student Learning Outcomes. The new versions of the courses can be technology mediated, blended/hybrid, or fully online and may be distance education courses. Proposals should describe the use of technology to enhance learning and/or to increase student access to a course.

Courses must be listed in the University Core Curriculum TAMU-Approved Classes for 2016-2017. The classes must include the new THECB Core Curriculum Objectives.

Anticipated Awards

Five (5) awards of up to $75,000 can be made to a Principal Investigator (PI) for things such as faculty release time, summer salary, GANTs, student workers, equipment, field work or travel to support course development, and contract work, such as programming.

The size of this award is designed to allow for big dreams to become reality. The committee encourages using the award to create interactive websites, bring distant locales into the classroom, increase student collaboration, develop new ways to assess critical thinking and writing, and more. See the Nobel Prize Educational Site for some ideas.

The PI may lead a team of other faculty who are also part of the course development and project budget. The faculty member(s), as Subject Matter Expert(s), will work closely with the ITS Instructional Design Team to analyze, recommend, and assist in the development and implementation of a course design and/or content that will leverage technology to:

1. Allow for effective course management by the instructor,
2. Meet course and program goals and objectives, and
3. Comply with ADA requirements, Copyright Law, and the *Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs* from the Texas Higher Education Coordinating Board.

Additionally, the ITS Instructional Design Team will help you develop your concept, produce content, locate and secure needed TAMU-approved vendors, and ensure your project fulfills the overall goal of the Core Curriculum Grant. Video production support and studio time will be offered through Educational Broadcast Services.

*The Core Curriculum Grants are only available to Texas A&M University departments or colleges.

Proposal Requirements

Each college may submit up to three proposals. Each proposal must have a cover memorandum from the department head and signed by the college dean agreeing to offer the course at least once a year for a minimum of three years. The cover letter must include the name, phone number, and email address for each PI and the signing dean.

Before writing the proposal, the PI must schedule a meeting with ITS to discuss no-cost services available to grant projects. ITS will also assist with developing a project timeline and budget. Email itshelp@tamu.edu to set up your meeting.

Proposals must be five pages or less in length and the last page of the five will be the budget. Proposed courses must be offered in or before the fall semester 2018. Each proposal must have the following six sections and appendix:

1. Vision statement and brief teaching philosophy for the proposed course redesign
2. Brief course description with expected number of sections and students
3. Strategy and tactics for student engagement (such as activities to pace the students so that they have a realistic way to finish the course or assignments that require participation in an online community)
4. Foreseen deliverables
5. Plan for formal assessment of student learning in the new course
6. Budget with a justification detailing the link between expenditures and the goals of the proposal, and a timeline for purchases. (Funds not spent after first time taught will be returned unless prior approval is obtained)

Appendices: 1.) Draft syllabus with learning, and 2.) project timeline developed during ITS consultation.

Reporting Requirements

The ITS Instructional Design Team will conduct Monthly Project Progress Reports. These reports will require PIs to communicate with the Instructional Design Team regarding the project's progress and/or the need for changes to the project timeline. All Monthly Project Progress Reports will be compiled and distributed to the committee and supporting college deans on a quarterly schedule.

The PI must turn in a progress update to the committee on December 1, 2017. The update must include a summary of progress, project revisions, a summary of contributions from ITS (if any), an updated project timeline indicating missed and met deadlines, and a detailed accounting of all grant money spent.

A second report must be submitted by the end of the semester following the semester in which the course is first taught. For example, if the class is first taught in fall 2018, the report will be due by the end of spring 2019. The PI must turn in the report to the committee through their academic unit head and their dean with three sections: (1) how the funds were spent, justification for variances from the proposal (if any), and any carry over, (2) the actual deliverables created, (3) a summary of contributions from ITS (if any), and (4) the results of the plan for assessment of student learning. The selection committee strongly prefers the formal assessment of student learning that will measure new knowledge and skills.

A third report must be submitted by the end of the semester following the end of the three-year teaching cycle. For example, if the course's three-year commitment ends in spring 2019, the report will by the end of summer 2019. The report will contain the cumulative results of the plan for assessment of student learning.

Additionally, grant teams are asked to share their experiences by presenting at the 2018 or 2019 TAMU Teaching with Technology Conference.

Selection Criteria

The project will be evaluated using the attached rubric, which evaluates several aspects of the proposal including the project's overall feasibility and projected impact.

Timeline and Due Dates

Before 1 December 2016	Meet with ITS to explore resources available to grant recipients, develop project timeline, develop budget.
1 December 2016	Proposals are due to Instructional Technology Services (Mail Stop 3002, 004 Heldenfels Hall) on **Thursday, 1 December 2016**. Each college should create its own timeline to vet proposals through department heads and their dean. It is expected that awards will be made prior to the start of the spring semester.
December - Early January	Grants awarded
15 September 2017	Progress report due to grant committee. Email report to itshelp@tamu.edu.
Deadlines below vary depending on when the course is first taught. For example purposes, this document uses a class taught in fall 2018.	
Spring 2018	First opportunity to present at TAMU Teaching with Technology Conference (must present in spring 2018 or spring 2019)
Fall 2018	Course taught for the first time. (Class may be taught earlier, but no later than fall 2018.)
Spring 2019	Unused funds reclaimed the semester after the course is first taught.
Spring 2019	Second opportunity to present at TAMU Teaching with Technology Conference.
May 17, 2019	Deadline for second progress report. Email report to itshelp@tamu.edu. (Due end of semester after course is first taught.)
May 14, 2021	Deadline for three-year report. Email report to itshelp@tamu.edu. (Due the semester after the three-year teaching cycle.)

Intellectual Property

The overarching principle of the program is to enhance the core curriculum and assist faculty members rather than creating new products for the university to license. Texas A&M University has a technology-mediated instruction Standard Administrative Procedure that may apply.

Additional Information

For additional information regarding proposals, please contact Dr. Jim Snell, Director of Instructional Technology Services at j-snell@tamu.edu or (979) 862-3977.

Committee Members and Past Recipients

Members of the grant committee and past grant recipients are a valuable resource. A list of committee members and past recipients are available at http://its.tamu.edu/grants.

Core Curriculum Grant Proposal Evaluation Rubric

	EXCELLENT	GOOD	FAIR	POOR
What is the proposal's stated reason for changing the course?	Statistic evidence that shows students are having difficulty with specific concepts.	Primary feels the class is lacking a critical component, such as critical thinking, engagement, active learning, etc.	Primary sees an opportunity to engage in professional development, change the world, try something new	It sounded like a good idea
What improvements will the proposal make in a class?	Proposal includes list of multiple enhancements that address specific target areas of a course, or a few high-impact intensive enhancements	List of multiple enhancements that address faculty concerns, or one high-impact enhancement, loosely tied to course objectives	List of enhancements not tied to course objectives	Primary wants to deliver virtual lectures
How does the proposal plan to use technology to solve the class's issues?	Specific technologies in the proposal are clearly tied to the course objectives.	Technology is more engaging, all the students use it, it's active learning	PI claims to have tried everything else; it's the standard for the field; grant team has always wanted to do this	Technology makes our lives easier
Will the project impact	A large number of students in comparison to other proposals	A medium number of students in comparison to other proposals	A small number of students in comparison to other proposals	A minute number of students in comparison to other proposals
Does the proposal include a quality plan for student assessment?	The plan for assessment refers to learning objectives, uses multiple modes of assessment, has appropriate frequency of assessment, and includes (or allows for creation of) baseline data. Assessment includes quantitative and qualitative data.	The plan for assessment refers to learning objectives and uses multiple modes of assessment. Assessment includes quantitative and qualitative data.	The plan for assessment will limit data collection to student test scores and final grades.	Voluntary pre- and post-project surveys will be used to assess the project.
Overall feasibility of project	Excellent	Good	Average	Poor