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Subject: TCRP Phase III RFQ 7053 - Category 2 Received for Screening - ACCD
- San Antonio College

The Texas Higher Education Coordinating Board has received the following response to the TCRP Phase III RFQ. All RFQs will be screened by Coordinating Board staff based on the selection criteria described in Section III of the RFQ Document.

After the screening process is completed, successful applicants will be notified with an invitation to submit a full proposal. The applicant institution shall receive a proposal number and password to complete an on-line proposal for each project selected. Institutions that are not selected will receive an electronic notification that their application will not be considered for funding as a part of the current cycle. Only invited proposals will be considered for funding.

RFQ Number: 7053
Submit Date: 4/6/2007
Project Title: Course Design for 21st Century Students ~ America
in the World: A Global Di
Course Redesign Category: 2 Academic Courses only
FICE - Name: 009163 - ACCD - San Antonio College
Institution: San Antonio College
Mailing Address: 1300 San Pedro Avenue
City: San Antonio
State: TX
Zip: 78212
Contact Person: Dr. Thomas F. Clarkin
Contact Person E-mail: tclarkin@accd.edu

I. Qualification of Bidders

A. The Redesign Team:

Members of the History Department at San Antonio College (SAC) have secured the participation of energetic faculty members eager to master new content, accommodate new perspectives, and design materials that take advantage of new technologies. Each will identify course redesign partners within the department to nurture a culture of curricular and instructional improvement through intellectual community and collaborative enterprise among faculty.

History Faculty

Thomas F. Clarkin, Ph.D., teaches history survey courses both in the classroom and online. He currently participates in the college learning communities program, working with education majors who are preparing to teach U.S. History in Texas public schools. He is the History Department representative for the Achieving the Dream initiative, which aims to promote student success in underserved populations. In addition to receiving Title V and Title VI grants, Dr. Clarkin has attended several NEH workshops that focus on community college teaching.

Carol A. Keller, Ph.D., is Associate Professor of History and SAC WebCT Coordinator. She teaches internationalized sections of the United States History Part 1 and 2 survey course, and World History I and II, both on-campus and online. As project director and Webmaster for the SAC National Endowment for the Humanities Grant, Bringing Internet Mapping to the Humanities Project, she is a zealous advocate of expanding the use of Geographic Information Systems applications to enhance the history curriculum.

Jonathan A. Lee, Ph.D., Associate Professor of History and ACCD Project Coordinator for the Title VI-A Internationalizing the Curriculum and Improving Foreign Language grant, teaches both internationalized and honors sections of United States History Part 1 and 2, and World History I and II. Lee developed a module for the Internet Mapping project and is the creator of the Website "People, Places, Events, Processes," a Geo-Project exploring four historical processes that transpire across region, culture, and time. Dr. Lee serves on the College Board AP World History Course Redesign Commission, 2006-2007, is co-chair of Social Studies Vertical Team to develop College Readiness Standards, and is a member of the Governor's Commission on College Readiness. He also serves on the Content Validation Review for Social Studies TAKS.

Richard Buitron, Ph.D., Adjunct Faculty, has recently completed his online certification and emphasizes the Mexican American experience in his survey courses.

Joseph P. Regan, M.A., Adjunct Faculty, makes extensive use of technology in the classroom. In addition, he is an online instructor in the college's Distance Education program.

Technology and Assessment

Charlotte Wolf, Ph.D., is Director of the Instructional Technology and Innovation Center and Professor of Reading and Education. Dr. Wolf has long been a leader in the field of Instructional Technology in Central Texas. In 1995 she wrote and directed the Title III Grant that established the SAC Technology Center. In consultation with the Project Director, Dr. Wolf will plan and conduct a four-hour refresher course for history faculty who are certified Web developers and monitor the completion of the Web Developer Level 1 certification for those less experienced or new to Web development. Dreamweaver and Preparing Graphics for the Web will be included in the instruction. The IT Center is well equipped with support software and a trained staff to assist Fellows with the technical components of module building.

Helen Torres, M.A., Director of Distance Education and San Antonio College Online, has served as a member of the Texas Higher Education Coordinating Board Distance Education Advisory Committee. She has chaired the Texas Consortium for Educational Telecommunications, and in 2005 received the Outstanding Commitment to Excellence & Innovation in Distance Education Award from the Texas Distance Learning Association. She has published and presented conference papers on the topic of Distance Education and the use of technology in education.

Celita DeArmond, M.L.S., is a Reference and Distance Learning Librarian. Her contribution to the project will be to assist faculty developers in selecting and linking materials from digital databases for specific subject areas. DeArmond is experienced in teaching faculty and students to use library resources on the Internet, and to find, evaluate, and use online information effectively. The course she developed to prepare Internet

faculty to incorporate online library resources into coursework makes her the appropriate choice for this vital component.

Sandra T. Caceres, M.Ed., is Instruction Designer in the Instructional Technologies and Innovation Center. She is experienced in developing and teaching web-based graduate courses in educational technology. At San Antonio College she teaches certification training for faculty who plan to modify or develop web-based and blended courses and provides continued technical support in software usage and conversion of course materials for Internet courses. She helps faculty troubleshoot all manner of course development problems and encourages faculty to experiment with teaching techniques and strategies as well as include more active learning projects in their course designs regardless of delivery method. Under a campus wide initiative to present consistent syllabi, she helped faculty develop the learning outcomes, performance objectives and mastery of the outcomes for their course syllabi.

Administration

Kristine L. Clark, Ed.D., is Executive Vice President of San Antonio College. Over the course of her academic career Dr. Clark has served in many positions, including Learning Center Director and Associate Dean of Adult and Developmental Education. In addition, she has facilitated an Instructional Technology Team, worked with a Student Retention Team, and earned certification as an Evaluator/Trainer for the Continuous Quality Improvement Network Program for Education Excellence.

William E. Richardson, M.S., Interim Dean of Arts and Sciences, has extensive administrative experience at San Antonio College. Dean Richardson is involved in community outreach and mentoring programs. Active in professional organizations, he makes extensive use of technology in presentations.

Susan Espinoza, B.A., is Director of Grants and College Development. Espinoza writes grants for SAC and for ACCD college collaborations for four years, and has been involved in the development of SAC programs, especially retention programs, which have received over \$7 million in grant funds during that time. She is currently serving as the coordinator for Quality Enhancement Plan development.

B. Institutional Redesign Readiness:

San Antonio College is a leader among higher education institutions that use technology to promote student learning and success. SAC Online is the nation's sixth largest online program in the United States, offering some 280 courses with more than 19,400 student enrollments per annum. The SAC program offers faculty extensive experience in using a variety of platforms to deliver content and instruction to students worldwide.

The San Antonio College programs and services listed below ensure that faculty involved in the course redesign project will receive technical guidance and assistance of the highest quality, and that SAC students will receive training and assistance to improve their technical skills.

- The Instructional Technology Center provides faculty with training and technical assistance for numerous programs ranging from webpage design to office applications to instructional resources such as WebCT and Tegrity.

- Students can make use of the college's Internet Skills Center, which offers classes in computer and library skills and an online course readiness module. The Internet Skills Center has served as a model for similar facilities at other colleges and universities.
- Support Central of the Alamo Community Colleges offers technical assistance over the phone or via e-mail seven days a week.
- The San Antonio College Library offers an extensive reference database, eLibrary instruction modules, and online distance education and reference assistance.
- Resources available in the classroom include three multi-media carts that provide Internet access, a laptop trolley with twenty-six units available for student use during class, and in-class projection units.

C. Course Redesign Readiness:

History Department faculty members have collectively made curricular decisions, including the identification of learning outcomes in the history survey courses. In Spring 2006 faculty collaborated to produce the following learning outcomes for history survey courses:

- The student will be able to apply knowledge and understanding of economic, social, political, and cultural developments to further education and lifelong learning and to develop civic responsibility.
- The student will gain knowledge and understanding of historical events to recognize how past events shape the present.
- The student will comprehend the diversity of human experience across a range of historical periods, helping the student reach full potential by developing global awareness.

To promote faculty initiative innovation, systems of measuring achievement are flexible and left to the instructor's discretion. They include in-class exams, writing projects such as journaling and essays, class discussion and participation, and service learning.

As evidenced by college support for SAC Online, the Instructional Technology Center, and the Internet Skills Center, members of the SAC community are committed to maintaining the college's position as a leader in innovative teaching. All faculty members involved in the project have completed the college's Internet instruction certification program and actively use technology in their teaching.

D. History of Redesign Experience and Use of Technology with Learning:

San Antonio College (SAC) is excited about the possibilities of course redesign and is well-equipped to design and implement courses that make use of technology to meet students' needs and to promote retention and improved student performance.

As the largest accredited single-campus community college in Texas, San Antonio College (SAC) serves 22,300 students and is part of the Alamo Community Colleges (ACCD), the second largest district in the state with 49,000 credit students. The college mission statement includes a commitment to "provide for and support the educational and lifelong learning needs of a multicultural community and help students reach their full potential by developing their academic competencies, critical thinking skills, communication proficiency, civic responsibility and global awareness."

The college's student population is ethnically diverse with a Hispanic majority. Most students are the first generation in their family to attend college, and many face significant challenges as they attend SAC; as a result, productive grade rates in several freshman-level courses including the history surveys are as low as fifty percent. In response to this institutional

problem, San Antonio College is dedicated to improving student success and is currently involved in initiatives intended to promote student learning. Institutional commitments to fulfilling this mission include significant investment in technology to provide a variety of course options to students who benefit from the flexibility that online delivery provides.

As a member of the Alamo Community College s (ACCD), San Antonio College is involved in course redesign efforts currently underway. ACCD is participating in the first round of the Colleagues Committed to Redesign Program. ACCD is also leading a Texas Higher Education Coordinating Board Technical Degree Program Course Redesign Project in conjunction with the National Center for Academic Transformation. SAC's participation in these efforts illustrates the institution's commitment to course redesign. The History Department's proposed course redesign will advance the college's goal of raising retention and productive grades for students, especially those in underserved populations.

II. Course Redesign Plan

A. Course Selection:

The San Antonio College Department of History proposes a redesign of content and method of instruction for HIST 1301 and HIST 1302, using the latest technology to upgrade course materials and presentation of learning activities.

B. Project Summary:

The course redesign will create a replacement model sequence of HIST 1301 and HIST 1302. The redesigned course will promote global awareness through the internationalization of survey material and the incorporation of geography as a crucial component of content. Through the use of primary document reading and analysis, animated map programs, online discussions, and interactive assessments, students will prepare for the class meetings, which will be devoted to discussion, collaborative learning activities, and presentations.

Administration and technology support services at SAC are prepared to support the replacement model course redesign. In 2004, SAC Online initiated Blended (replacement model) courses - classes in which at least 25% of the course is offered in an online setting. Currently five departments offer Blended courses. As a pioneer in online education the History Department is excited to make its first blended HIST1301 and 1302 courses an essential part of the re-design project.

The history survey course redesign will focus on three specific goals:

- promoting student study skills through the integration of study techniques and course content
- using the capabilities of information technology to increase faculty/student engagement, a key factor in promoting student success
- internationalizing the curriculum

Many college students, especially those entering community colleges, lack the skills necessary to achieve their educational goals. Instructors may offer handouts or create websites that identify strategies for success, and some students may take developmental courses that offer instructions in study skills; however, the effectiveness of such efforts is diminished because students rarely immediately apply the skills to course content. One benefit of information technology is the ability to integrate study skills with course content in such a way as to produce immediate feedback by way of automatically evaluated assessments. For example, students might complete an interactive tutorial that offers instruction of primary document

analysis. Such assignments would help students employ reading strategies and other skills that will help them in their academic careers and in their efforts to become lifelong learners.

Interaction between faculty and students is a major ingredient in student success. For many students, "face time" is limited to class sessions and visits to office hours. Beyond these two situations, students rarely engage with their instructors in an effort to understand course content. The course redesign will promote engagement through extensive use of bulletin boards and other discussion formats that are asymmetrical in nature, allowing students greater opportunities to question, query, and challenge course material with the assistance of faculty.

In keeping the college's mission of helping students "reach their full potential by developing their academic competencies, critical thinking skills, communication proficiency, civic responsibility and global awareness," the course redesign project will go beyond implementing technology to include the internationalizing of the survey courses. The study of United States history is often insular, focusing on the development of the nation-state with little regard for global events beyond their intersection with U.S. foreign policy concerns. This method of instruction is outmoded and inadequate in meeting the needs of college students preparing to face an increasingly globalized environment in the 21st century. To ensure that students are prepared for the challenges of the future, San Antonio College is dedicated to promoting global awareness through international curriculum development.

Internationalizing the curriculum consists of placing developments within the United States in a larger global context. Students' understanding of trends and processes in U.S. history is both broadened and deepened as they draw comparisons and contrasts between events in American history and the experiences of other peoples all over the world. The benefits of this method of instruction include a familiarity with cultural diversity, an ability to identify and analyze current global trends and conflicts through the use of historical methods, and a heightened awareness of the role of the United States in world history, both in terms of similarities and uniqueness.

The internationalized curriculum recognizes the importance of geographic literacy in understanding history. In this context, geography is not merely the ability to locate cities and rivers on a map; rather, students must recognize the relationship between history and geography as they study of spatial processes over time. Information technology provides exceptional opportunities to promote geographical literacy through animation and other programs that illustrate the process of change in a spatial context. Some faculty members at San Antonio College already make use of GIS mapping systems in their courses. Course redesign will offer a larger number of students access to the technologies and the attendant learning.

At San Antonio College, specific course sections are designated as internationalized, and students who complete twelve hours of these courses received certification in international studies. The course redesign will significantly expand the number of HIST 1301 and HIST 1302 internationalized sections, promoting a global awareness that will benefit SAC students in the complex world of the 21st century.

C. Impact Statement:

During the 2005-06 academic year, the History Department offered 279 sections of HIST 1301 and HIST 1302, with a total enrollment in those sections of 8398 students. Classroom enrollment is capped at 35 students. SAC students face numerous challenges. Many are the first members of their family to attend college. Some face significant financial barriers to success as they must work to support their families. In addition, a growing portion of our population comes from local school districts that have difficulties meeting student needs. Finally, even students who are prepared for the demands of college have limited familiarity with

United States history, as some have had no exposure to that topic since they completed the required course in the eighth grade.

The course redesign project offers many benefits and opportunities to students:

- The course redesign is intended to promote student engagement with faculty and course content with the intent of increasing retention and productive grade rates so that students can achieve their educational goals.
- The integration of study skills with course content will assist students who lack proficiency and training in skills such as notetaking, textual analysis and writing.
- Online availability of course content will provide access to students outside of the classroom, allowing them to study material and complete course assignments according to their often busy schedules.
- Students today are often hailed as "digital natives" because they have grown up in a world of computers, Internet access, and other technologies. However, many SAC students are uncomfortable with technology and reluctant to use it. The course redesign will offer instruction in technologies and teach skills that are increasingly valuable to employers and crucial to students' development as lifelong learners.

Course redesign also will help the History Department to meet its needs. The SAC History Department is undergoing a period of significant transition. The faculty includes fourteen tenure and tenure-track members; however, two-thirds of the fulltime faculty are eligible for retirement, indicating that there will be considerable turnover in coming years. To meet student demand for survey courses, the department employs some adjunct faculty who teach slightly more than half of the annual course offerings. Course redesign will help faculty pursue the goal of providing outstanding instruction to San Antonio College students in many ways:

Both fulltime and adjunct faculty have been active in pursuing developmental opportunities. Several faculty members have received Title V and Title VI grants. In addition, SAC historians have presented papers at the American Historical Association, the Organization for American Historians, and other professional conferences. In recent years faculty members have attended National Endowment for the Humanities Seminars and Workshops. However, instructors have had limited opportunities to share their discoveries with one another in a meaningful way.

- The course redesign will allow members to share teaching strategies and student projects and to collaborate to produce new activities.
- The course redesign will be available to adjuncts, many of whom have limited time to revise and improve their courses. Adjuncts will be able to select materials and activities
- The process of redesigning the history surveys will be conducive to departmental discussions about specific content and skills objectives, facilitating the revision process that is crucial to keeping the study of history relevant and engaging.
- The commitment to technology and the redesigned courses will attract quality candidates as the department seeks to fill fulltime positions in the coming years.

D. Sustainability and Dissemination:

San Antonio College is committed to remaining a leader in the use of technology in education. The History Department shares this goal, and its ultimate intent in regard to course redesign is to make the project available to instructors throughout Texas and the nation. The first step in this process will be to collaborate with colleagues in the Alamo Community Colleges, which includes a total of five individually accredited institutions that serve some 75,000 students annually. Team members also will share the course redesign through presentations and workshops offered through professional organizations such as the Texas Community Colleges

Teachers' Association and the World History Association of Texas. In addition to sharing the redesigned course with college faculty, team members advocate establishing partnerships with the college's feeder schools. Working with K-12 instructors to promote college readiness creates a seamless curriculum as students move through the education system, thereby increasing student retention and meeting goals for student achievement.