



Request for Proposals

SNCC Legacy Project (SLP) and UNCF Community Activism & Organizing Course Design and Development

Overview

UNCF's Institute for Capacity Building and the SNCC Legacy Project seek an equity-minded instructional design partner to co-create a revolutionary online course amplifying community activism and organizing. This innovative course will launch on UNCF's new learning platform, HBCUv.

SNCC played a critical role in the American Civil Rights Movement, particularly during the 1960s. The vision for the course is to explore the journey of students as they explore activism, organizing, and Movement History. Students will explore this experience through SNCC Digital Assets into course content to include the SNCC Digital Platform, SNCC Materials, Primary Sources, and introduction to organizers, organizations, and relevant content.

We envision collaborating with a visionary design and content firm committed to uplifting historically excluded voices. Together, we will build an interactive digital experience that ignites students' passion for driving social change.

This request welcomes proposals from firms dedicated to building a just society. Submissions will be evaluated on technical expertise, project management, development quality, similar experience, and pricing models. We seek a partner or partners aligned with our mission of empowering and expanding opportunity for Black communities. Let's join hands to create transformative online learning grounded in social justice.

About HBCUv

HBCUv represents a groundbreaking vision to unite and amplify the excellence of Historically Black Colleges and Universities through the power of technology and collaboration. This first-of-its-kind platform will bring together HBCUs into one virtual campus that extends the wisdom and community nurtured in these venerable institutions to learners across the world.

More than just a learning management system, HBCUv combines innovative frameworks for engagement and social connection with cutting-edge EdTech designed for the future needs of students and educators. The platform aims to foster the strengths of HBCUs - their community, heritage, and focus on the whole student - while providing expanded access to courses, resources, and support systems across institutional boundaries.

At the heart of HBCUv are outcome-driven courses taught by talented educators steeped in the traditions of Black excellence. This experiential curriculum is designed for real-world impact, helping students gain skills and experience that lead to meaningful careers. Undergirding it all is a philosophy of collaboration and shared ownership, increasing access to the wealth of resources among HBCUs so that all may equip their students for a digital future.

Ultimately, HBCUv is about advancing the promise of education as a human right. By embracing technology's potential while remaining grounded in the wisdom of these historic institutions, it opens new avenues for learners of all backgrounds to benefit from the excellence of HBCU education. This represents the next evolution of their mission to empower minds and change the world. Learn more at hbcuv.org.



Project Scope

For the course, the vendor will: This project involves guiding a course development team through the process of creating an online course. The goal is to take the subject matter experts through instructional design, content development, media production, and technical implementation to build an engaging and effective online learning experience. It will achieve the following objectives:

- Conduct upfront analysis to determine learning objectives, target audience and course length.
- Develop instructional strategy and course outline based on learning goals and audience needs.
- Work with SMEs to create course content including lessons, assessments, and interactive elements
- Manage media production including writing scripts, filming video, creating graphics, animations, etc.
- Oversee technical development including LMS integration, SCORM packaging, accessibility, etc.
- Conduct reviews at multiple milestones to ensure alignment with goals and quality standards.
- Execute pilot testing and make final revisions prior to launch.

Scope Description

- It will include a mix of lesson pages, videos, readings, quizzes, discussion prompts, guest presenters, and knowledge checks.
- The team will create all media assets from scratch according to brand guidelines.
- The course will be integrated with the organization's LMS and SCORM compliant.
- Closed captioning, alt text, and other accessibility features will be included.
- Introduce interactive approaches to enhance course engagement and attractiveness.
- Pilot testing will be conducted with 5-10 learners from the target audience.
- Provide a course creation timeline with milestones and review points.

Technical Requirements

The online courses must:

- Be designed for our LMS: Canvas
- Function properly on desktop and mobile devices
- Meet web accessibility compliance standards
- Use technology to integrate community in the learning experience

Proposal Format

Proposals should include:

- Company background and qualifications
- Examples of 2-3 similarly developed courses
- Proposed project timeline and milestones
- Demonstrate an ability to integrate and weave multiple stakeholders into student learning
- Pricing for course development
- Ongoing support pricing structure
- Digital Enhancement capabilities



Schedule

Informational Webinar – November 20, 2023 at 10:00 am EST

Proposals due – December 20, 2023 please submit your response to contact@hbcuv.org

[The contract will be awarded based on the ability to meet project requirements, experience, timeliness, and overall cost. We expect that we will make the final decision in February 2024 and for the work to commence shortly after.]

Preliminary Course Plan

Working with the selected vendor, we will develop a detailed course outline that contains the following components:

Course overview and goals

Goals:

1. Provide firsthand advice from a leading movement leader and/or SNCC Veteran.
2. Review case studies with a critical analysis of current local and national issues.
3. Create solution based approaches with a social action approach to issues.
4. Receive tangible lessons learned and analysis on movement and organizing.
5. Experience an interactive model of learning to include presentation, research, discussion, connection, breakout rooms, downloading and uploading information within the online course structure.

Objectives:

To show young people the stages of the journey from activism and protest to organizing and power.

- Students will see themselves as change agents and leaders.
- Students will identify foundational principles of organizing.
- Students will develop an understanding of the Black Freedom Struggle.
- Students will find out what it takes to build power.
- Students will understand the connection between the civil rights movement, social justice movements and HBCUs.

Course Format

01- ORGANIZING PLAN

Session Note: Sessions happen virtually and/or in person with an emphasis on breakout and opportunities for students to work together and form relationships.

- Develop a full strategy plan from week 1-15. Students will learn high-level techniques to ground your passions for change and efforts to change your environment.

02- 15 HANDS-ON WORKSHOPS

Session Note: Sessions happen virtually and/or in person with students hearing from instructors and guests.



- Students will put new knowledge immediately into practice. Each session includes an individual or group activity where students will be encouraged to think critically to develop advanced solutions with an exploration of ideas and innovation.

03- 15+ BEST PRACTICE CASE STUDIES

Session Note: Case Studies that are real life examples to learn from are available in digital form for review with Q & A opportunities and a gamification approach)

- Learn from organizers and movement leaders. Students will learn from the changemakers by studying the strategies, tactics, and practices of effective organizing with case studies of the Founding of SNCC, Lowndes County Black Power, Mississippi Freedom Democratic Party (MFDP), Freedom Summer 1964, The Call for Black Power, Mississippi Education Ballot Initiative (MEBI), the New Georgia Project, the Dream Defenders, and the Algebra Project.

04- Access to primary documents and study guides from digital sources to include:

www.snccdigital.org

www.sncclegacyproject.org

www.blackpowerchronicles.org

www.crmvet.org

05- CONNECTIONS AND RELATIONSHIPS will be made to movement organizations locally and nationally that are currently organizing towards change.

Session Note: The course prioritizes students working together and forming relationships with organizations and organizers that can inform their learning.

06- PRESENTATIONS will be made by students' sharing their learning with an audience of fellow students, community, community organizers, movement veterans, and their institutions.

Session Note: Students have an opportunity to share their learning and public speaking skills, while receiving feedback from the community and experts within their issue of concern they explored for 15 weeks.

Instructional Approach

The Movement Course reflects the SNCC community approach as a core aspect of their impact as an organizer. SNCC believes that for an organizer to be impactful there are multiple stakeholders supporting the students/organizers learning. Students learn by study, discussion, experiencing in community, learning from elders, asking questions, reflecting on their learning, and sharing their learning. The course will reflect the same structure where students are in a nurturing environment that intentionally centers community and experiences- guided and independent.. The instructor does not operate alone, but works with other instructors, community educators, organizers and committed individuals to create a holistic environment for learning.



Units/Modules

Foundation - Week 1-4

Context: In the foundation students study history, media, and articles guided by instructors and guest presenters

- The course reviews definitions and timelines in the struggle for human and civil rights to ground students in their learning experience.
- The course will detail the history of HBCU students in the struggle for human and civil rights.
- The course should begin with the student asking essential questions about his/her world.
- The course should include the student engaging their fellow students, family, community, and environment around these questions.
- The course should then take the student into a research phase to begin answering these questions and learning how to document their work.

Identifying an Area of Concern - Week 5-7

Context: In identifying *an Area of Concern*, students work more independently through templates, documents and direction which they explore. The students check in at set periods for support and clarification.

- The course should focus on students identifying a concern and developing a project plan to engage in social action.
- Examine historic examples of HBCU students used in: 1) reviewing an issue; 2) researching the issue; 3) building connections with others, coalitions, and organizations; 4) organizing a project base plan; 5) taking an organizing action(s); 6) reflecting on their efforts.
- The course should have the student then decide to do something about the problem by engaging in protest, petitions, planning meetings, actions, and/or appeals to who they believe has authority over this issue.
- The student should then be aware or will become aware that the powers he/she/they are appealing to benefit from the problem being maintained.
- The student then decides to organize within the Black community to make the change, while documenting their efforts.

**Building Community Relationship - Week 8-10**

Context: Students receive feedback from their instructor before exploring community connections and opportunities to address their issue of concern. The student explores community organization relationships and the dynamics within the community.

- The student, by working with community organizations, begins to activate tools to engage and organize the community. This is the role of the activist in the community.
- The student, in order to receive authentic feedback, must go into the community to discuss the problem with those experiencing it.
- The student who is now a young organizer realizes the need for change is an ongoing struggle, even if he or she solves the particular problem in their journey.

Organizers Activating their Learning - Week 11-12

Context: Students move into action and take their learning and curiosity into connecting further into organizing and documenting what they see, how they can problem solve, create questions, check in with the course supports and deepen their learning.

- The young organizer works with other students on the HBCU campus, student organizations, town hall, protest/actions and community to build a coalition to gain political power in the electoral process.
- The young organizer works with students on the HBCU campus and the community to develop and articulate policies and principles that the local and state government should undertake for the people.
- The organizer documents the work that is necessary to “solve” a political problem and the broader problems.
- The organizer is proactive by initiating HBCU campus and community intergenerational conversations so they can build on their understanding and successes.

Reflect and Present Work in (presentation, portfolio, research, and plan) - Week 13-15

Context: Students gather their learnings, findings, and receive presentation clarity in week 13, and then develop a closing presentation in week 14 and 15 in preparation to present in a public forum and symposium.

- The student organizer connects with other student organizers to debrief their reflections, findings, and documentation.
- The organizer develops presentation materials as a final outcome of their course.
- The organizer presents their work in a symposium or forum that allows their HBCU institution, community, and movement leaders to become aware of their learning.



Learning Activities

1. Virtually and in person hear from movement veterans to hear primary examples and narratives.
2. Research topics, themes, and historic examples of movements through SNCC Digital Platforms
3. Learn how to craft and ask essential questions to engage communities connected to an issue.
4. Learn from active organizers how to analyze, map, organize, and grow power.
5. Make connections between local, regional, national, and global issues from a systemic analysis.
6. Identify an organization that students can connect with, partner and better understand the issue.
7. Coordinate group conversations amongst students to share information, points of view, and perspectives.
8. Read leading articles about time periods, movement eras, and shifts in history.
9. Receive direction on how to integrate digital learning into organizing practice.
10. Learn how to analyze a case study for key points, takeaways, and ways to apply information.

Assessments

- Students will have assignments connected to each class to include quizzes, rubrics, project based assignments, and a final presentation with a grading approach determined by the professor and partnering university

Learning resources:

Digital resources

- www.sncclegacyproject.org
- www.snccdigital.org
- www.blackpowerchronicles.org
- www.crmvet.org

Speeches and conferences:

- SNCC 40th Anniversary
- SNCC 50th Anniversary
- SNCC 60th Anniversary

Video Archives:

- Intergenerational conversations
- Our Work Archives
- Oral Histories & Interviews
- Our Story, Our Terms (OSOT)

Tools and Technologies

- Specify what LMS or web tools will be used and how.

Course Schedule

- 15-week schedule outlining dates, topics, assignments, and assessments due.

**Grading Policy**

- Explain how students will be evaluated and graded. Provide grading rubrics if applicable.

Course Policies

- List any course policies related to late work, make-up exams, academic honesty, accommodations, etc.

Instructor information

- Provide instructor contact information and availability details.

Technical requirements

- Specify what technology is required and technical skills expected.



Evaluation Rubric for HBCUv/SLP Course Development RFP

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
<p>Course Development Approach – 10%</p> <ul style="list-style-type: none"> Instructional design and course building process clearly outlined. Approach customized to course objectives. Clear content development and review process 	<p>Instructional design and course building process is comprehensive, following industry most promising practices.</p> <p>Approach is highly customized and aligned to course objectives and target audience</p> <p>Content development and review process is robust, structured, and ensures high quality</p>	<p>Instructional design and course building process is outlined and aligns to course objectives</p> <p>Approach is customized to course objectives</p> <p>Clear content development and review process</p>	<p>Instructional design and course building process lacks some detail or alignment to course objectives</p> <p>Approach shows some customization to course objectives</p> <p>Content development process outlined but review process is unclear</p>	<p>Instructional design and course building process lacks detail and alignment to course objectives</p> <p>Approach shows minimal customization to course objectives</p> <p>Content development and review process is unclear or inadequate</p>
<p>Deliverables & Timelines - 10%</p> <p>Realistic course development timeline</p> <p>Milestones and deliverables well defined</p> <p>Includes reviews, revisions, approvals</p>	<p>Highly realistic and optimal course development timeline</p> <p>Milestones and deliverables are clearly defined in detail</p> <p>Comprehensive reviews, revisions, and approvals process outlined</p>	<p>Reasonable course development timeline</p> <p>Milestones and deliverables adequately defined</p> <p>Reviews, revisions, and approvals process outlined</p>	<p>Course timeline may be ambitious but achievable</p> <p>Milestones and deliverables lack some clarity or detail</p> <p>Review, revision, approval steps included but lack detail</p>	<p>Unrealistic timeline that risks quality or completion</p> <p>Milestones and deliverables are vague or inadequate</p> <p>Lacks sufficient detail on reviews, revisions, or approvals</p>
<p>HBCU/HBCU Social Justice Knowledge and Experience - 15%</p> <p>Demonstrates experience working with Historically Black Colleges and Universities.</p>	<p>Extensive experience (5+ years) working directly with multiple HBCUs on major initiatives/projects</p> <p>Provided specific examples and results demonstrating deep understanding of HBCU institutional culture, values, and needs</p> <p>Has relationships with key HBCU stakeholders and leaders</p>	<p>Moderate experience (3-5 years) working with 1-2 HBCUs</p> <p>Provided some examples showing understanding of HBCU cultural context</p> <p>Has some connections within HBCU networks</p>	<p>Limited experience (1-2 years) with a single HBCU</p> <p>Experience lacks depth and relies on assumptions</p> <p>Few connections or relationships within HBCUs</p>	<p>No direct experience working with HBCUs</p> <p>Experience predominantly based on assumptions/stereotypes</p> <p>No existing relationships or connections with HBCUs</p>



	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
<p>Instructional Design - 15%</p> <p>Demonstrates expertise in online pedagogy</p> <p>Creative approaches for engaging learners</p> <p>Plans for interacting with traditional and non- learners (activists, organizers and other community members)</p> <p>Ability to facilitate course content advisory group</p>	<p>Demonstrates deep expertise in online pedagogy</p> <p>Highly creative and innovative approaches to engage learners</p> <p>Comprehensive plans for interacting with learners</p>	<p>Demonstrates good understanding of online pedagogy</p> <p>Creative approaches outlined for engaging learners</p> <p>Adequate plans for interacting with learners</p>	<p>Shows some gaps in understanding effective online pedagogy</p> <p>Approaches for engagement lack innovation or detail</p> <p>Interaction plans need more depth</p>	<p>Lacks evidence of expertise in online pedagogy</p> <p>Lacks effective approaches for learner engagement</p> <p>Interaction plans are inadequate or missing</p>
<p>Support & Maintenance - 10%</p> <p>Post launch support and troubleshooting</p> <p>Process for updating/revising course content</p>	<p>Comprehensive plan for post launch support and troubleshooting</p> <p>Clear process outlined for systematically updating and revising course content</p>	<p>Adequate plan for post launch support and troubleshooting</p> <p>Process provided for updating and revising course content</p>	<p>High level plan for support and troubleshooting but lacks detail</p> <p>Process for updating content mentioned but not fully developed</p>	<p>Lack of planning for post launch support evident</p> <p>No clear process for updating and revising course content</p>
<p>Pricing - 15%</p> <p>Competitive pricing model</p> <p>All services and costs detailed</p> <p>Value proportionate to price</p>	<p>Highly competitive pricing model and structure</p> <p>All services and costs detailed clearly</p> <p>Excellent value provided proportionate to price</p>	<p>Competitive pricing model</p> <p>Services and costs adequately detailed</p> <p>Good value proportionate to price</p>	<p>Pricing model lacks competitiveness</p> <p>Some gaps in services or costs detailed</p> <p>Value not fully proportionate to price</p>	<p>Pricing not competitive</p> <p>Lacks detail on services and costs</p> <p>Poor value proportionate to price</p>
<p>Multimedia – 15%</p> <p>Demonstrates technical capabilities in producing polished, high-end media content for online learning platforms.</p>	<p>Vendor has extensive expertise producing exceptional media content for online learning.</p>	<p>Vendor consistently produces high quality, technically polished media content for online learning platforms</p>	<p>Vendor has produced some media content for online learning with moderate production values.</p>	<p>Vendor has limited experience producing media content for online learning.</p>
<p>Overall Proposal Quality - 10%</p> <p>Well organized, detailed proposal</p> <p>Examples of work included</p> <p>Strong presentation and writing</p>	<p>Highly organized, detailed, and compelling proposal</p> <p>Strong examples of previous work included</p> <p>Excellent presentation, writing, and tailoring to HBCUs</p>	<p>Well organized proposal with adequate details</p> <p>Relevant examples of work included</p> <p>Good presentation, writing, and HBCU experience</p>	<p>Proposal lacks some organization or details</p> <p>Minimal examples of previous work</p> <p>Presentation, writing, or HBCU experience need improvement</p>	<p>Proposal lacks organization and details</p> <p>No examples of previous work</p> <p>Poor presentation, writing, and lacking HBCU experience</p>



About UNCF

UNCF (United Negro College Fund) is the nation's largest and most effective minority education organization. To serve youth, the community and the nation, UNCF supports students' education and development through scholarships and other programs, supports and strengthens its 37 member colleges and universities, and advocates for the importance of minority education and college readiness. While totaling only 3% of all colleges and universities, UNCF institutions and other historically Black colleges and universities are highly effective, awarding 15% of bachelor's degrees, 5% of master's degrees, 10% of doctoral degrees and 19% of all STEM degrees earned by Black students in higher education. UNCF administers more than 400 programs, including scholarship, internship and fellowship, mentoring, summer enrichment, and curriculum and faculty development programs. Today, UNCF supports more than 60,000 students at over 1,100 colleges and universities across the country. Its logo features the UNCF torch of leadership in education and its widely recognized trademark, "A mind is a terrible thing to waste."® Learn more at uncf.org.

About UNCF Institute for Capacity Building

UNCF's ICB partners with Black higher education institutions to support their transformation and continual innovation—all to propel student success, community advancement and the fight for educational equity and racial justice. In addition to providing a range of direct support and technical assistance to 42 Black colleges and universities, ICB promotes the adoption of best practices emerging from this collective work by the entire network of 102 HBCUs and 64 Predominantly Black Institutions. Early reviews of ICB efforts in 2017-2019 show institutional partners made gains in student and workforce outcomes, including improved rates in integrated co-curricular engagement, graduation and job placement. Each year ICB organizes UNCF UNITE, the most influential gathering on Black higher education. Learn more at uncficb.org.

About the SNCC Legacy Project

Young activists and organizers with the Student Nonviolent Coordinating Committee, or SNCC (pronounced "SNICK"), represented a radical, new unanticipated force whose work continues to have great relevance today in America. For the first time, young people decisively entered the ranks of civil rights movement leadership. They committed themselves to full-time organizing from the bottom-up, and with this approach empowered older efforts at change and facilitated the emergence of powerful new grassroots voices. Before SNCC, with only a few exceptions, notably the Southern Negro Youth Congress (SNYC) during the 1930s and '40s, civil rights leadership always meant grownups.

There were more SNCC field secretaries working full time in southern communities than any civil rights organization before or since. Speaking on February 16, 1960 at the White Rock Baptist Church in Durham, North Carolina, Rev. Martin Luther King, Jr. acknowledged the emerging importance of young people: "What is new in your fight is the fact that it was initiated, fed, and sustained by students."

SNCC Legacy Project in Summary

The important aspect of SNCC's Legacy is bringing forward the tradition of organizing in Mississippi, Alabama, Southwest Georgia, and Arkansas. This tradition of organizing to achieve freedom has been vital to Black struggle since the first Africans were offloaded onto the shores of America in chains. That legacy is critical in informing those who are engaged in continuous struggle today. SNCC is responsible for continuing this struggle.

Legacy: the story: <https://sncclegacyproject.org/legacy/>

Julian Bond Speech: The Story of SNCC included here: <https://snccdigital.org/inside-sncc/the-story-of-sncc/>