COURSE TRANSFORMATION EXPECTATIONS:

This document was adapted from one developed by the UBC Earth & Ocean Sciences Department Science Education Initiative program (EOS-SEI). It gives a concise checklist of expectations for course transformation under the CWSEI. Supporting documents and brief descriptions are given below the table.[1]

Faculty member(s) work with (1) a Science Teaching and Learning Fellow (STLF), and (2) a working group that includes faculty members involved in related courses, to produce the materials on this checklist for course transformation under the Science Education Initiative.

Checklist for Course Transformation & Sustainability

	By end of planning term	By end of first teaching term	By end of second teaching term
Project Scope	Outlined	Revised	In final documentation
Course-level learning goals[2]	Draft: Involve stakeholders	Revised	Broadly accepted[3]
Module- or lecture-level learning goals[2]	Draft	Revised	Mapped to course learning goals[4]
Assessment[5]	Draft plan	Revised plan & materials	Optimized plan & materials
Teaching Methods (Pedagogy)[6]	Draft plan	Revised plan & materials	Optimized
Short summary of structure & rationale[7]		Draft	In final documentation
Materials archived[8]			Completed
Plan for sustainability[9]			Completed
Share progress/problems	Annual or semiannual mini-retreat		

[1] General supporting documents: *Science Education Initiative Suggested Indicators for Full Implementation* and *STLF-Faculty Interaction Model* as well as other documents at http://cwsei.ubc.ca/resources/course_transformation.htm;

[2] Many resources exist to assist in articulating learning goals. Here is a place to start, in addition to talking to STLFs: http://www.cwsei.ubc.ca/resources/learn_goals.htm

[3] "Broadly accepted" means within the working group, including all relevant stakeholders, not necessarily through official curriculum channels.

[4] It's recommended that about 70-75% of module- and lecture-level learning goals are broadly accepted by relevant stakeholders. 25-30% will/may vary depending on instructor emphasis. All module- and lecture-level learning goals should explicitly support one or more course-level goals.

[5] Assessment broadly includes any metric designed to provide evidence of the course's effectiveness. Assessments measure what students think or are able to do, including what the course helps them achieve. Examples include: (1) Diagnostics administered at the start of term to determine student preparation, (2) tests of concepts administered both at the beginning and end of the term to measure student gains; (3) attitudinal surveys administered both at the beginning and end of the term, (4) many types of assessments (e.g. quizzes, homework) administered throughout the term.

[6] Pedagogy broadly includes all the types of opportunities students will have to engage with course material. What will happen during class time? What are students expected to do outside of class? How do all the pieces fit together to support the course's goals?

[7] Includes strategies for implementation and how course-level learning goals fit program.

[8] The CWSEI has developed the SEI Course Materials system, a web-based archive for UBC and CU SEI materials. See: www.sei.ubc.ca. STLFs and CWSEI staff can help faculty use this system.

[9] What needs to be put in place so that the course can and will be effectively passed on to a new instructor?