COURSE TRANSFORMATION EXPECTATIONS:
The EOS-SEI project includes funding for faculty buyout to work on course transformation. This document outlines an arrangement between the EOS department and EOS faculty members regarding exchange of buyout and deliverables associated with the EOS-SEI project.

Faculty member(s) _____
commit(s) to 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 _____ that fall within the project scope defined for this course. The Teaching Initiatives Committee will conduct reviews and consult working groups as needed. Ongoing support is conditional upon satisfactory progress.

Checklist for Course Transformation & Sustainability[1]

Faculty should submit the following documentation at the end of each relevant term. Details on next pages.

	☐ **By end of planning term**	☐ **By end of first teaching term**	☐ **By end of 2nd teaching term**
Short summary of course structure & rationale	Draft	Revised	In final documentation
Course Transformation Project Scope	Draft	Revised	In final documentation
Course-level learning goals	Draft: Involve stakeholders	Revised	Broadly accepted, in documentation
Assessment, Feedback, and Grading	Draft plan	Revised	Optimized
Pedagogy	Draft plan	Revised	Optimized
Course Materials Available		Initial list	Completed
Data Available		Initial list	Final list
Plan for sustainability		Initial	Final
Appendices (some req'd)		Initial	Final
Share progress/problems	Participation at annual or semiannual mini-retreat		

Supporting documents provided (in addition to outline/template on next pages):
1. The EOS department proposal to CWSEI
   http://www.eos.ubc.ca/research/cwsei/Proposal_EOS_CWSEI_submit.pdf
2. The University of British Columbia ("UBC") Policy on Science Education Initiative at UBC (including IP). http://www.eos.ubc.ca/research/cwsei/resources/CWSEI-Policy.pdf
3. CU-SEI Advisory Board suggested indicators for Full Implementation
   http://www.cwsei.ubc.ca/resources/files/SEI_Suggested_Indicators_for_Full_Implementation.pdf

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Signature(s), Faculty members   Signature (Head)   Date

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[1] See template on next pages for details

TEMPLATE and NOTES for COURSE TRANSFORMATION DELIVERABLES

GOALS for these documents:
> *(1) Provide documentation for new instructors to carry on and use what's been learned.*
> *(2) Document progress and results of EOS-SEI*

The following is an outline to use as a template. Not all details will be relevant to all courses.

1. **SUMMARY OF COURSE STRUCTURE & RATIONALE**
    a. Brief description of the course, including general overview, enrollment, target students, context/place in curriculum, course history, starting point for transformation, typical known challenges, societal relevance…
    b. *Include starting after the first teaching term:* Brief description of revised course components, brief rationale for each component, brief indication of what worked/didn't work, brief future plans or revisions in progress*.*
2. **COURSE TRANSFORMATION PROJECT SCOPE**
    a. Specific list of items that will be/have been produced and work undertaken as part of the course transformation (e.g. Develop course and lecture-level learning goals. Develop pre-post assessment. Implement XXX pedagogy…)
    b. Current status of each item & dates of completion (for final report, there should be an indication of whether these things were done, or how far they went)
    c. Stakeholders, working group members, and roles of involved people
3. **COURSE-LEVEL LEARNING GOALS**
    a. Include the term for which these were used, the level of acceptance within the working group, and when agreement was reached.
    b. Include revisions in progress, if appropriate, with explanation.
4. **ASSESSMENT, FEEDBACK, & GRADING** *(Assessment broadly includes any metric designed to provide evidence of the course's effectiveness. Examples include diagnostics, pre/post tests, attitudinal surveys, plus the many types of assessment that go into student grades)*
    a. Describe each component of assessment, including what students do to demonstrate new knowledge, skills or attitudes, how feedback is provided to students, and evidence for what worked/didn't work (include relevant references, e.g. URLs. Include any needed further details of rationale)
    b. Summarize briefly how final grades are partitioned
    c. Future plans & recommendations for assessment
5. **PEDAGOGY** *(Pedagogy broadly includes all the types of opportunities students will have to engage with course material. What will happen during class time? What will students do outside of class? What must instructors do to prepare? How do these pieces fit together?)*
    a. Describe each component of pedagogy & evidence for what worked/didn't work (include relevant references, e.g. URLs. Include any needed further details of rationale)
    b. Link to the assessment section, as appropriate.
    c. Future plans & recommendations for pedagogy
    d. Ideas for things (experiments) to try or disseminate (at meetings, publish, etc).
6. **COURSE MATERIALS AVAILABLE**
    a. List of course materials available and where they are archived. (e.g. Syllabus, readings, lecture materials, activity materials *and instructions for implementation,*

clicker questions *and instructions for implementation*, labs, quizzes, exams...). Many materials need to get archived in the CWSEI archive.

7. **DATA AVAILABLE (Evidence documenting impact)**
   a. List of data available (with any needed explanations) and where they are archived. (e.g. interviews, focus group summaries, survey results, pre-post assessment results, clicker question histograms, exam results and analysis...)

8. **PLAN FOR SUSTAINABILITY** *(What has been put in place or planned to ensure persistence of best practices?)*
   a. What will a new instructor need to do to run the course effectively? (e.g. documentation, mentoring, set up TAs, run labs, generate new/update assignments, set up and manage a VISTA site, etc.)
   b. Is there a plan to ensure consistent TA contributions from year to year?
   c. Are resources and strategies sustainable (costs, materials, space, etc.)?
   d. Will the course evolve appropriately from year to year?

9. **APPENDICES**
   a. **REQUIRED**: MODULE- and/or LECTURE-LEVEL LEARNING GOALS (as available)
      i. Include the term for which these were used, the level of acceptance within the working group, and when agreement was reached.
      ii. Include revisions in progress, if appropriate, with explanation.
   b. **REQUIRED:** Matrix aligning course-level learning goals and module- and/or lecture-level learning goals
   c. **SUGGESTED**: Possibilities for other informative documentation
      i. Matrices aligning class activities and learning goals (strongly suggested)
      ii. Matrices aligning course learning goals with Department level learning goals (if they exist. For example, there are department-level goals for service courses)
      iii. Potential future improvements/future directions, etc.
      iv. Possibilities for experiments, trials, publications, or other "scholarly" activity.
      v. Instructor reflections
      vi. Evolution of pre-post assessments with description of development.
      vii. Select data documenting impacts (e.g. specific survey question results, clicker question results...)
      viii. Other if deemed useful.

10. **SHARE PROGRESS/PROBLEMS**
    a. Required participation at annual mini-retreat (not part of this written documentation)