

Transformation and Conversion Descriptions

The purpose of this document is to provide information on the processes and expected outcomes of the transition of our curriculum from a quarter- to a semester-based system. At its core, conversion of programs, while not a trivial task, involves primarily technical work to accommodate a semester calendar. Transformation, on the other hand, involves a more fundamental re-envisioning of the program, both in terms of its content and in terms of its pedagogy. The information below is meant to provide additional detail on these processes and outcomes. We note that this document addresses only content and pedagogy, not scheduling or other administrative aspects of the conversion.

As we work within the context of our Guiding Values and Principles (add link), faculty are driving the process, with consideration for all stakeholders: tenure-stream faculty, full- and part-time lecturers, students, and administrators. In particular, student learning and disciplinary thinking are central to our work. Professional development around program and course design, diversity, equity, and inclusion, and other aspects of teaching and learning will be provided in collaboration with the Teaching Resource Center.

Both for transformation and for conversion, it is expected that each program coordinate and cooperate with other programs that have typically shared or relied on their courses in the past.

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Program Conversion

Program conversion is a process of change that revisits and confirms program-level learning outcomes (PLOs) and their alignment with the institutional-level learning outcomes (ILOs), reformats courses in relation to the PLOs and the new unit demands, and creates an appropriate assessment plan for the semester curriculum consistent with FAM 856.6.

Program Transformation

In addition to the work involved in conversion, transformation involves an extensive and substantive process of reimagining the program in terms of how it serves students and supports their learning, asking questions such as: Who are our students? Who are we asking them to become? What are we asking them to achieve? How can we best do that?

Program transformation is a process that includes:

1. Program-wide Collaboration: A majority of the faculty in the program collaborate substantively on the transformation.
2. Professional development: Faculty throughout the program engage in professional development on pedagogy and program/course design provided by Q2S/TRC.
3. Learning theory and context: The program is shaped by the literature on how people learn generally and in their discipline, and by an understanding of our student population.

4. Learning outcomes: The process of program design begins with a (re)consideration of program goals and SLOs, and continues with thought regarding how to design the program to achieve the program goals and SLOs.
5. Evidence-based teaching practices: The process includes exploration of evidence-based teaching practices (e.g. HIPs, active learning, collaborative learning) and plans for appropriate implementation.
6. Intentionality and coherence: The process of program design is intentional (e.g. using concept mapping, program mapping) with the goal of obtaining coherence within and across programs.
7. Vision: The process considers how the program will fit in with the larger vision of the university, including the campus' institutional learning outcomes (ILOs).
8. Equity and access: The program is designed with consideration for equity and access to learning and a wide range of academic student experiences (e.g. undergraduate research, internships, writing intensive experiences), as well as reasonableness of the scope of the program.
9. Assessment: The process considers how to authentically assess the program learning outcomes in ways that account for the developmental process of student learning.

Expected outcomes of the process of program transformation to be submitted to the Q2S Curriculum Development Subcommittee upon submission of the P and C forms to the College Curriculum Committee.

1. Well-articulated philosophy of teaching and learning that is student-centered, coupled with an explanation of how the departmental practices will support the philosophy of teaching and learning
2. Clear articulation of coherent and intentional program design and how this is tied to student learning, including course descriptions that articulate the relationship between each class and the rest of the program, between and the university (?)
3. A description of how the program builds on GE and/or other programs (including the institutional learning outcomes), how it prepares students for the next step, and how this is made manifest to students
4. Intentional curricular spaces for integration and reflection (e.g. on students' processes of learning, on coherence within and across disciplines)
5. An assessment plan that reflects an understanding of the developmental process of student learning

The documents resulting from the transition process will be shared, discussed, and revised at cross-college transformation meetings. In addition, departments are welcome to discuss these documents with members of the Q2S Curriculum Development Subcommittee at any time during the process, and final versions will be provided to the Q2S Curriculum Development Subcommittee at the same time that P/C forms are submitted to the Faculty Senate.