

CALENDAR CONVERSION GUIDELINES

**Part I: Academic Policies and Procedures for
Semester Conversion**

**A GUIDEBOOK FOR FACULTY, ACADEMIC
UNITS, AND ADMINISTRATIVE OFFICES AT THE
UNIVERSITY OF TOLEDO**

**Prepared
by**

**The Academic Division of the
Calendar Conversion Council**

Fall 1995

PREFACE

OVERVIEW

On May 10, 1995 The Board of Trustees approved President Horton's recommendation to convert the academic calendar of The University of Toledo from the quarter system to the early semester system, effective fall 1997. Shortly thereafter, the President, in consultation with members of the Faculty Senate and the University of Toledo Chapter of the American Association of University Professors, appointed an Implementation Committee to address academic and administrative issues relating to the conversion process. That committee, **the Calendar Conversion Council (CCC)**, was organized by Dr. Judy Hample, Vice President for Academic Affairs. As shown in Appendix A, it consists of both academic and administrative divisions. The activities of both are currently coordinated through the Office of Academic Affairs. However, they operate as autonomous units and interact in a consultative manner with a wide variety of constituencies throughout the University. In addition, there is an official liaison committee which facilitates communication between the two divisions (See membership roster in Appendix H). Finally, both divisions share a modest administrative budget and the services of a part-time secretary. Appendices B and C contain membership rosters for the Academic and Administrative Divisions respectively.

Beginning in mid-June 1995, both divisions of the Council met and developed agendas. The membership of each unanimously agreed that the coordinated efforts of the two groups are essential prerequisites to a successful transition in calendar format. However, it was also acknowledged that academic decision making and program revision are logical drivers for the administrative process and, therefore, should occur first. For that reason, this document is solely the work of the Academic Division of the Council. It has been crafted through the collective efforts of all academic and administrative units and the University including the Faculty Senate and Student Government. Furthermore, it has been approved by the Vice President for Academic Affairs, the President, and ratified by the Faculty Senate. While every effort has been made by each participating constituency to develop guidelines which address all major aspects of the conversion process in an unambiguous manner, it is highly probable that during implementation unforeseen problems will arise which require procedural modifications. While it is the charge of the Calendar Conversion Council to adjudicate such problems, alterations in the guidelines themselves will not be made without approval by the Faculty Senate.

MISSION AND PHILOSOPHY - ACADEMIC DIVISION OF THE CALENDAR CONVERSION COUNCIL

From the beginning of the calendar conversion process, the efforts of the Council's Academic Division have been focused on fulfilling its mission which is stated as follows:

"The mission of the Academic Division of The Calendar Conversion Council is to develop policies and procedures which will govern academic issues associated with the conversion of the University Calendar from the quarter system to the semester system. The Council also will oversee the implementation of those policies and procedures at department, college and university levels."

The Council is committed to achieving its mission by serving as a conversion steering committee for the entire academic enterprise at The University. Its wide-ranging membership, which includes representatives from the Faculty Senate, UT-AAUP, administration at various levels, academic support staff from various administrative units, as well as the student body at both graduate and undergraduate levels makes it especially well-suited for that role. Furthermore, the forums dealing with conversion issues have been conducted in an open, collegial manner which has allowed the opinions of all contributing parties to be heard and debated. The result has been the generation of guidelines that are clearly products of broad-based consensus. **As the guidelines articulated below are studied and evaluated by the faculty, it must be understood that the primary objective of the Council's work is to design a process which insures a smooth conversion of academic programs currently offered on the quarter system into a semester format. That process should in no way disadvantage students by hindering their progress toward a degree. And, it is intended to complement the tripartite mission of the University in the areas of teaching, professional activity, and service. Finally, the Council is not an academic policy making body nor does it possess the authority to modify existing regulations which have been ratified by the Faculty Senate.**

STRATEGIES EMPLOYED

Given the magnitude of the conversion process and the complexity of its objective, the Academic Division of the council has chosen to address its mission in the following phases:

Phase 1 - Development of Policies and Procedures for Semester Conversion.

Initial efforts have been devoted to the development and articulation of policies and procedures which define the conversion process for departments, programs, and colleges. Since the timelines for conversion planning have been short, this task was considered to be of highest priority. The major goals for Council efforts in this area were to (1) assess various models for quarter to semester conversion, (2) identify one which both meets the needs of The University of Toledo and has a history of successful implementation at other major comprehensive universities, and (3) reconfigure that model to fit the environment at The University of Toledo. Special consideration was given to models which encourage curriculum revision, allow for flexibility in program development, facilitate flexible scheduling, and maintain student and faculty workloads at current levels.

For the research aspect of this phase, Academic Division task groups evaluated calendar conversion undertakings at Miami University, The University of Akron, Bowling Green State University, Lawrence Technological University, Michigan State University, and The University of Toledo College of Law (**Note:** research materials gathered by those groups are cataloged under "Calendar Conversion Research Materials" in the Reserve Reading Room of Carlson Library). Based on the results of these studies, a clear majority of council members considered the conversion model employed by Michigan State University in 1992 to have the greatest potential for successful reconfiguration and implementation at The University of Toledo. This conclusion is based on several factors. First, Michigan State is similar in structure to the University of Toledo; it is a large comprehensive public university with both liberal arts and professional colleges. Furthermore, its curriculum includes a large number of traditional majors as well as a wide variety of interdepartmental programs. Second, prior to calendar conversion

at Michigan State, various faculty committees there conducted exhaustive studies of transition protocols used at a number of major universities throughout the country during recent years. Especially noteworthy is the fact that they have graciously made the results of those efforts available to neighboring institutions who are contemplating calendar changes. Having those materials ameliorates many of the problems resulting from the lack of time our transition committees have had to conduct original studies on the positive and negative aspects of various conversion models. Third, liaison contacts with the Provost's office and Registrar at Michigan State have been collegial and profitable. Finally, the model used by Michigan State accomplishes the goals established by the Academic Council for the calendar conversion process at Toledo.

Phase II - Development and Articulation of Student Guidelines for the Conversion Process

Following distribution of the academic policies and procedures for semester conversion, The Academic Division of the Calendar Conversion Council will direct its attention to the development of transition guidelines for students and advisors. Materials resulting from that effort will be published in a format similar to that seen in documents prepared by the Semester Transition Team at Michigan State University. A final version should be available for distribution by fall of 1996.

Phase III - Catalog Revisions

Revisions in the academic components of the current University of Toledo Catalog will also be orchestrated by the Academic Division of The Calendar Conversion Council. A list of areas requiring attention has been prepared by a task group within The Council. Catalog revision activities will parallel those involved with the preparation of guidelines for students and advisors. Council consensus at the present time favors the preparation of a temporary "newspaper" catalog for the fall of 1997. Such a document would be less costly and more easily revised during the early stages of the transition process than would a permanent volume like the one which is currently in circulation.

ADDITIONAL PROJECTS

In addition to the preparation of conversion guidelines, advising materials, and catalog revisions, the Academic Division of the Calendar Conversion Council will participate in the following projects which it considers essential for a smooth implementation of the calendar transition process:

1. Development of public relations materials for distribution on campus and throughout the community.
2. Design and implementation of transition information forums for students and faculty.
3. Providing guidance to academic units as they prepare their advising materials for transition students.

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GLOSSARY OF TRANSITION TERMS

1. **Academic Program Completion Guidelines (APCOGs)**
Guidelines which describe how transition students will complete degree requirements using quarter and semester courses. APCOGs will be prepared by each academic unit.
2. **Alias Course**
A quarter course which is similar in content and objectives to a semester course.
3. **Calendar Conversion Council**
A university-wide committee comprised of academic and administrative divisions which is charged with the development of guidelines for converting the University's calendar from quarters to semesters.
4. **Calendar Conversion Council Advisory Committee**
A subcommittee of the Academic Branch of the Calendar Conversion Council composed of the Chair of the University-Wide Curriculum Committee, the Chair of Graduate Council, and one Associate Dean from each College. Its function will be to review and coordinate those curricular changes occurring in individual colleges which have the potential of impacting on academic programs elsewhere in The University.
5. **Curriculum Reduction Model**
Model by which academic units convert to the semester system by reducing the number of courses and/or sections of courses to two-thirds of the number in the quarter system while retaining the mode of 3 and 4 hour courses.
6. **First Time Additions to the Curriculum**
Semester courses which have no alias quarter course and represent significant departures from curricular offerings that currently exist under the quarter system.
7. **Semester Transition Team (SETT)**
Contact persons who collectively will coordinate the flow of calendar conversion information at the college, department, and program level.
8. **Semester Equivalents of Quarter Course Sequences**
Quarter course sequences which have been reconfigured to conform to the semester format.
9. **Transition Courses**
Temporary special courses that academic units may offer so that students can complete a degree requirement by enrolling in part of a semester course.
10. **Transition Students**
Students who started at The University of Toledo on the quarter system and who will continue their studies on the semester system.

UNIVERSITY-WIDE SEMESTER CONVERSION

I. PREAMBLE

The conversion of a university calendar from a quarter to a semester format is an academic process, and the adoption of an alternate calendar is a statement of commitment to instruction. The transition to a semester calendar will necessitate the redesign of both courses and academic programs. Compliance with conversion guidelines must be strict. Departures will require strong justification based on the central commitments of individual departments and colleges.

II. GENERAL MODEL

- A. The University of Toledo will convert to the semester system by adopting the **Curriculum Reduction Model** which has been successfully implemented by many major comprehensive universities. Adoption of this model requires that all academic units at the University reduce the number of courses taught per academic year to two-thirds of the number which are offered in the current quarter system.
- B. Under the Curriculum Reduction Model, the University's course inventory in the semester system will continue to contain primarily 3 and 4 credit hour courses.
- C. Three quarter sequences of courses will be divided into two semester sequences; for two quarter sequences a decision must be made by individual departments and programs whether to maintain them as two semester sequences at the same or fewer credits, or collapse them into one semester courses at the same or a greater number of credits.
- D. The number of stand alone courses (non-sequenced courses) taught per year must be reduced in number by one-third. Furthermore, a goal of the conversion process should be for each academic unit to reduce the number of courses in its inventory by one-third. The content of courses which are eliminated may be added to courses that are retained. Some subject matter can be retained by increasing the use of alternate year scheduling, or by reducing the number of terms per year a course is offered.
- E. The calendar conversion process will include a comprehensive review of the curriculum by individual programs, departments, and colleges.
- F. The calendar conversion process will include a comprehensive review and revision of the University Catalog.

III. SEMESTER FORMAT AT THE UNIVERSITY OF TOLEDO

- A. Beginning in the fall of 1997 the academic calendar at the University of Toledo will consist of two sixteen-week semesters. Fifteen weeks of each will be devoted to

instruction with the remaining week for final examinations. Academic year scheduling will assure that each semester contains an approximately equal number of teaching days. The summer will be divided into two sequential six-week sessions (I and II). Additional flexibly scheduled summer modules, if appropriately approved, will be available to accommodate the needs of students. Modules may consist of 1, 2, 4, 8 or 12 week sessions. Additional configurations are possible depending on perceived departmental needs. Modules may precede, follow, or overlap summer sessions I and II, but must be scheduled between the conclusion of the spring semester and the beginning of the fall semester. All summer courses must adhere to the rules governing the relationship between credit hours and contact hours defined in section V-E below.

- B. To prepare students and faculty for the transition to a semester format, the summer of 1997 will be divided into two sequential four-week sessions (I and II) overlapped by a single eight-week session (III) which will begin in synchrony with session I. Courses scheduled during these sessions will be quarter system courses. This compression of the traditional summer sessions is necessary to provide students adequate time for open registration and both faculty and students with a two week interlude between the conclusion of summer session II and the beginning of the first fall semester. All summer courses presented during this transition period must adhere to the rules governing the relationship between credit hours and contact hours defined in section V-E below.

IV. UNIVERSITY DEGREE REQUIREMENTS - SEMESTER SYSTEM

- A. Under the semester system, The University of Toledo will require an undergraduate student to earn a minimum of 60 semester hours ($.67 \times 90$) to be awarded an **Associate Degree** and a minimum of 124 semester hours ($.67 \times 186$) to be awarded a **Baccalaureate Degree**.
- B. Some colleges/programs will require that more than the minimum of 60 and 124 semester hours be earned. In those cases, the maximum number of hours required may not exceed $0.67 \times$ the current credit hour requirement under the quarter system.
- C. Under the semester system the University will require a student to earn a minimum of 30 semester hours for the **Master's Degree** ($.67 \times 45$) and 90 semester hours for the **Doctoral Degree** ($.67 \times 135$). In no case will the maximum number of hours required exceed $0.67 \times$ the current credit hour requirement under the quarter system. Because the College of Law is already on the semester system, it will be exempt from these requirements.

V. OPERATIONAL GUIDELINES FOR THE CONVERSION PROCESS

The following general guidelines define the boundaries for the semester conversion process:

- A. **Students will not be disadvantaged during the conversion process.** If continuously enrolled, they should be able to graduate within the same time period as they would have in the quarter system and without additional total semester equivalent credits. They should be able to complete a degree program within the same period of time as they would have in the quarter system.
- B. In order to assist students and advisors in the implementation of this rule, conversion tables or equivalency forms will be prepared for individual courses and academic majors by the faculty as part of the curriculum review process. In addition, special transition courses will be designed and implemented as necessary. Guidelines for the preparation of these conversion tools will be provided to all department, college and university curriculum committees in Part VII of this document. Large scale uses of course waivers as opposed to substitutions should be avoided.
- C. Regular courses will normally be full semester courses. Exceptions may include shorter term special-purpose modules for overseas study, transition courses, laboratory courses or internships within full semester courses, developmental courses, co-op programs and other such offerings.
- D. Courses planned for delivery within the regular semester but designed for shorter time frames must be explicitly justified by the department or program in terms of their relationship with the curriculum and taking into consideration OBOR reporting guidelines for flexibly scheduled classes and federal regulations governing the management of financial aid.
- E. Credit hours and contact hours per week for all courses should be equal unless specific justification is provided by the departments or programs proposing variances from this rule. In this context, a **contact hour** is defined as one 50 minute instructional period. Laboratory courses which consume 2-3 contact hours per week may be assigned semester credit hour values of 1. Colleges and departments must develop and present for approval models for determining credit hour values for courses such as internships, field experiences, student teaching and other such offerings.
- F. To insure maximum programmatic flexibility for students, a variety of options for scheduling must be considered.
- G. Academic departments and programs in all colleges must maintain the current balance which exists among general education courses, service courses (courses which are

offered by one academic unit but essential for the programs of another), undergraduate major courses, and graduate courses. Proposed modifications in this guideline will require specific justification by departments or programs proposing variances.

- H. As academic programs are revised, a major objective will be to maintain the balance which currently exists between university requirements, college requirements, major requirements, related hours, and general electives. **The conversion process cannot be used as a vehicle for expanding the proportion of the major or prerequisite requirements in undergraduate and graduate programs.**
- I. It is recognized that courses comprising University core requirements as well as those included in the University's transfer module may change in terms of both content and credit hour value as the semester transition is made. Therefore, a purely mathematical conversion of existing course hours or assignments may not be possible. However, both the spirit and intent of the core must be maintained. Furthermore, all policies for governing the core under the quarter system will remain in effect under the semester system unless modified by the Faculty Senate.

The guidelines which follow are designed to implement the conversion of current University Core requirements into the semester format. Modifications in the boundaries established by these guidelines must be approved by the Faculty Senate.

- 1. University Core: Under the semester system the university core requirements will comprise a minimum of 30 semester hours distributed into skill and competency areas as follows:

- (a) Skill Areas

- (1) English Composition*
- (2) Mathematics

*In keeping with the core model approved by the Faculty Senate, these courses must be presented at a non-introductory level which preserves current comparable prerequisites.

- (b) Competency Areas

Two courses totaling a minimum of 6 semester hours must be taken in each of the following divisions:

- (1) Humanities and Fine Arts
- (2) Social Sciences

(3) Natural Sciences (Including 1 laboratory course)

(4) Multicultural Studies

2. Total credit hour values for College-wide requirements over and above the university core will be reduced to $.67 \times$ the current total quarter hour requirements rounded to the nearest whole number.
3. Total credit hour values for departmental majors and minors will be reduced to $.67 \times$ the current total quarter hour requirements rounded to the nearest whole number.
4. Total credit hour values for special programs will be reduced to $.67 \times$ the current total quarter hour requirements rounded to the nearest whole number.
5. Transfer Modules for 2 and 4 year colleges will conform to the semester format outlined in OBOR guidelines (Commission on Articulation and Transfer, 1990).
6. The semester conversion process and associated curriculum review should not result in reduced departmental, college or university commitments to special programs such as the Honors Program, Women's Studies Program, American Studies Africana Studies Program, Writing Across the Curriculum, and FYI.
7. Reconfiguration of existing service courses must insure that general access to these courses is not reduced.
8. The curriculum review component of the conversion process will minimize course duplication throughout the University. The development of interdisciplinary and multi-department courses will be encouraged.
9. The cumulative effect of the conversion process and associated curriculum review should be a one-third reduction in the number of courses taught by each department and college in a given academic year.
10. In general, following conversion to semesters, the majority of courses will remain in the 3 and 4 credit hour categories.
11. With the exception of laboratory courses, practica, and special courses offered within a constricted time period, 1 and 2 hour courses should be avoided.
12. Each department and academic program will prepare written **Academic Program Completion Guidelines (APCOGs)** which describe the way in which students who started at UT on the quarter system but will continue their studies on the semester system (**Transition Students**) will complete degree requirements using

quarter and semester courses. Each APCOG will contain directions for identifying a Transition Student's remaining requirements in the semester system.

13. Each college, department, and program will be responsible for identifying contact people who will coordinate the flow of conversion information within their respective academic units. Within each college these individuals collectively will comprise the "**Semester Transition Team (SETT)**." A list of SETT members is presented in Appendix E.
14. Each college, department, and program will be responsible for identifying the individuals who will coordinate the conversion process within their respective academic units.

VI. APPROVAL PROCESS AND ACCOUNTABILITY

- A. All courses which are designed for delivery in the semester format are considered "new courses."
- B. All proposals for courses and program revisions resulting from the conversion process and its associated curriculum review must be evaluated through established procedures. Specifically, they must be reviewed and approved by departmental curriculum committees, college curriculum committees, and either the University-wide Curriculum Committee or the Graduate Council prior to implementation. Program revisions must be approved by college curriculum committees as well as the Academic Program Advisory Committee, the appropriate committee of the Faculty Senate, Honors Council or other approving body as required.
- C. Given the magnitude of the conversion undertaking and the multiple objectives of the curriculum review, some adjustments in the approval process may be necessary. In such cases, the reviewing committees themselves, within the guidelines established by their governing bodies, may make specific procedural modifications. For example, proposals for courses which are "first-time additions to the curriculum" will require more time for evaluation than those for semester offerings which are simply versions of existing quarter courses. Committees at various levels may elect to approve first time additions to the curriculum conditionally pending a more detailed review within one calendar year. However, under all circumstances the University is committed to the maintenance of accountability at every level.
- D. The Calendar Conversion Council or designated subcommittees thereof will adjudicate problems relating to the interpretation of conversion implementation guidelines. One such sub-committee will be a **Calendar Conversion Council Advisory Committee**. It will be composed of the chair of the University-wide Curriculum Committee, the chair of Graduate Council and one Associate Dean from

each college. Its primary function will be to review and coordinate those curricular changes occurring in individual colleges which have the potential of impacting on academic programs elsewhere in the University. However, definitive decisions on curriculum matters at all levels will be made by formal curriculum committees.

- E. It is assumed that every committee, legislative body, and administrative office involved in calendar conversion will give top priority to that process. Final recommendations will be made to the Office of Academic Affairs through which implementation of conversion efforts will occur.
- F. Forms for course and program revision and curriculum review will be developed and distributed to colleges and departments by the academic division of the Calendar Conversion Council.

VII. GENERAL GUIDELINES FOR CURRICULUM REVIEW

- A. The objective of curriculum review is to evaluate the courses offered by all academic units at the University to assure compliance with institutional, college, program and departmental strategic goals. A necessary result of that process will be the complete replacement of all courses currently contained in the University's inventory.
- B. The section which follows contains broad guidelines for the curriculum review process. The Calendar Conversion Council recognizes that curriculum review is the responsibility of individual academic units, and that not all of the items which follow may be applicable to all programs in the same manner and to the same degree. However, because of the importance of curriculum review to the model of semester conversion which has been adopted, all academic units must demonstrate that:
 - 1. Students can complete the projected academic program within the same time span normally required under the quarter system.
 - 2. Service courses have been reviewed with attention to the needs of their differing student clienteles.
 - 3. Rationales for stand-alone courses have been articulated and examined.
 - 4. Specified university-wide and college-wide core courses are offered with sufficient frequency to meet the needs of student clienteles.
 - 5. Consideration has been given to preservation of individual courses or sets of courses which contribute to university-wide programs such as Environmental Sciences.
 - 6. The overall number of honors courses in the undergraduate curriculum under the

semester system contains a minimum of .67 x that offered under the quarter system.

7. Courses providing access routes for under-prepared students, students who change majors, and non-traditional students have been maintained.
8. The impact of the complete set of department or program, college, and university requirements on transfer students has been considered.
9. Consideration has been given to the library, computer, laboratory, and human resources related to instructional needs in the major and in the department.
10. Consideration has been given to the use of educational technology to extend and supplement university teaching resources.
11. Course numbering reflects the guidelines of the Ohio Board of Regents, the North Central Association of Colleges and Schools, content specific accreditation associations, and policies of the University of Toledo. Such guidelines promote the integrity of course offerings and help to insure degree and program identity. The numbering system must demonstrate consistency and uniformity as well as avoid confusion for students registering or those who keep student records. Dual listed courses (e.g. 400/500 or 600/800) should be kept to a minimum and different expectations for students at different levels must be identified when such listings occur. Each degree must have courses designated specifically for that level of study, and numbering must accurately reflect the level of the course being offered. To preserve the integrity of course offerings, those courses within a departmental inventory must be numbered, in general, according to the following scheme which specifically identifies the principal audience and purpose*:

GENERAL COURSE CATEGORY

Undergraduate

<u>Number</u>	<u>Audience</u>
050-099	Developmental - Not for degree credit
100-199	Primarily freshmen and Sophomores
200-299	Sophomores, Juniors and Seniors
300-399	Primarily Juniors and Seniors
400-499	Advanced Undergraduates

Graduate

<u>Number</u>	<u>Audience</u>
500/600	Master's Level
700/800	Doctoral Level

SPECIAL COURSE - NUMBERING CATEGORIES

Undergraduate

<u>Number</u>	<u>Audience</u>
100	Freshman Year Experience FYI
197, 297, 397, 497	Transition courses
298	Special topics - lower division
498	Special topics - upper division
299	Independent study - lower division
499	Independent study - upper division
290, 390, 490	Seminars
291, 391, 491	Directed research
292, 392, 492	Readings
493	Student teaching
494	Internships, externships

Graduate

<u>Number</u>	<u>Audience</u>
599, 799	Independent study
597, 797	Transitional courses
598, 798	Special topics
594, 794	Internships, Externships
595, 795	Workshops
596, 796	Seminars
698, 898	Projects
699	Thesis
899	Dissertation
690, 890	Independent research

SPECIAL COURSE - SPECIALTY CODE CATEGORIES

Undergraduate

<u>Specialty Code</u>	<u>Purpose</u>
Any level - 85	Study abroad - Foreign Exchange Programs
Any level - 91-95	Honors

*The numbering scheme presented above should be considered tentative and subject to change in the event that a more efficient multi-digit formats for numbering courses are devised.

12. Courses utilized and intended to be parallel under the quarter system (referred to hereafter as **Parallel Courses** - those for which equivalencies have already specifically been defined, such as the composition or math sequences offered at both Scott Park and Bancroft Campuses) retain that status in the semester format. Furthermore, parallel courses in associate-degree and baccalaureate-degree colleges should generally be identified by the same course title, number (department codes to provide distinction as necessary, e.g., GSCH 113 and ENGL 113), and comparable descriptions. In addition, parallel courses should have the same credit hour value unless it can be shown that a difference is justified.
13. Effective dialog has occurred between the producers and consumers of service, interdepartmental, and intercollege courses. To facilitate the implementation of this requirement, those courses which impact on large numbers of academic units must be reviewed through appropriate channels as early as possible in the conversion process.
14. Special attention has been given to the identification of **Alias Courses, First-time Additions to the Curriculum, Semester Equivalents of Quarter Course Sequences**, and the development and implementation of **Transition Courses**.

To place this requirement into context, it must be realized that all transition students will use semester courses or sequences thereof to complete academic programs started on the quarter system. Therefore, to insure a smooth conversion into the semester format, it is important for academic units to identify "alias" courses, courses which represent first-time additions to the curriculum, semester equivalents of quarter course sequences, and, when necessary, develop and offer "transition" courses. Of equal importance is the development of advising strategies to help students understand the relationship between these offerings.

Alias Courses - The majority of semester courses to be offered beginning in 1997 will have a predecessor under the quarter system. Therefore, most courses offered under the quarter system are "alias" to semester courses which incorporate all or a substantial part of the contents and objectives of the quarter course. Individual academic units are responsible for generating lists of alias courses for students as well as guidelines for applying grade deletion policy.

First Time Additions to the Curriculum - Semester courses which have no alias quarter course and represent significant departures from curricular offerings that currently exist under the quarter system.

Semester Equivalents of Quarter Course Sequences - As academic units develop their curricula on the semester system, sequences of quarter courses must be reconfigured. In general this may occur in several ways. For example, the following "equivalents" may be established:

- (a) 3 quarter sequence = 2 semester sequence
- (b) 3 quarter sequence = 3 semester sequence
- (c) 2 quarter sequence = 1 semester course
- (d) 2 quarter sequence = 2 semester sequence

Other schemes are possible. Individual academic units are responsible for generating sequence course equivalency tables for students. Furthermore, transition students must be strongly advised to complete on the quarter system any sequences begun on the quarter system. If this is not possible, they should start a sequence on the semester system.

Transition Courses - Some transition students may need only part of a semester course to complete degree requirements. One instance in which this may occur is when a 3-course sequence on quarters becomes a two-course sequence on semesters. Students who have completed only the first quarter of the course lack approximately five weeks of work which may be needed as a prerequisite for the second semester. A second instance occurs when a transition student has completed two courses of the sequence on the quarter system and needs only part of the second semester course to complete a requirement. Thus, transition courses, by definition, allow students to complete that part of a semester course needed to fulfill degree requirements. Guidelines for the development of transition courses are as follows:

- (a) Transition courses will normally be offered for fewer credits than are given for full semester courses.
- (b) Academic units must schedule special transition courses if they expect that large numbers of students will require such offerings.
- (c) Transition courses may be offered as variable length modules during fall or spring semesters or for variable periods in flexibly scheduled sessions during the summer.

- (d) In general, transition courses will be available for a maximum of two years after the conversion to semesters is made.
- (e) Academic units are not obliged to offer transition courses in every conceivable case. However, if this option is not offered, other methods (e.g. substitution of regularly scheduled formal courses or selected portions thereof) must be made available for completing requirements which do not force students to repeat course material or enroll for unnecessary credits that delay graduation.
- (f) Departments should use care in substituting independent study experiences in place of transition courses.
- (g) In general, transition courses may not be used to repeat quarter courses.
- (h) Special numbers will be designated for transition courses (see section VII-B-11 above).
- (i) The scheduling of regular courses will take priority over that of transition courses.
- (j) In order to reduce the need for transition courses, academic advisers should encourage all students enrolled during the 1996/97 academic year to complete sequential courses.

C. In addition, while not required, individual academic units are encouraged to:

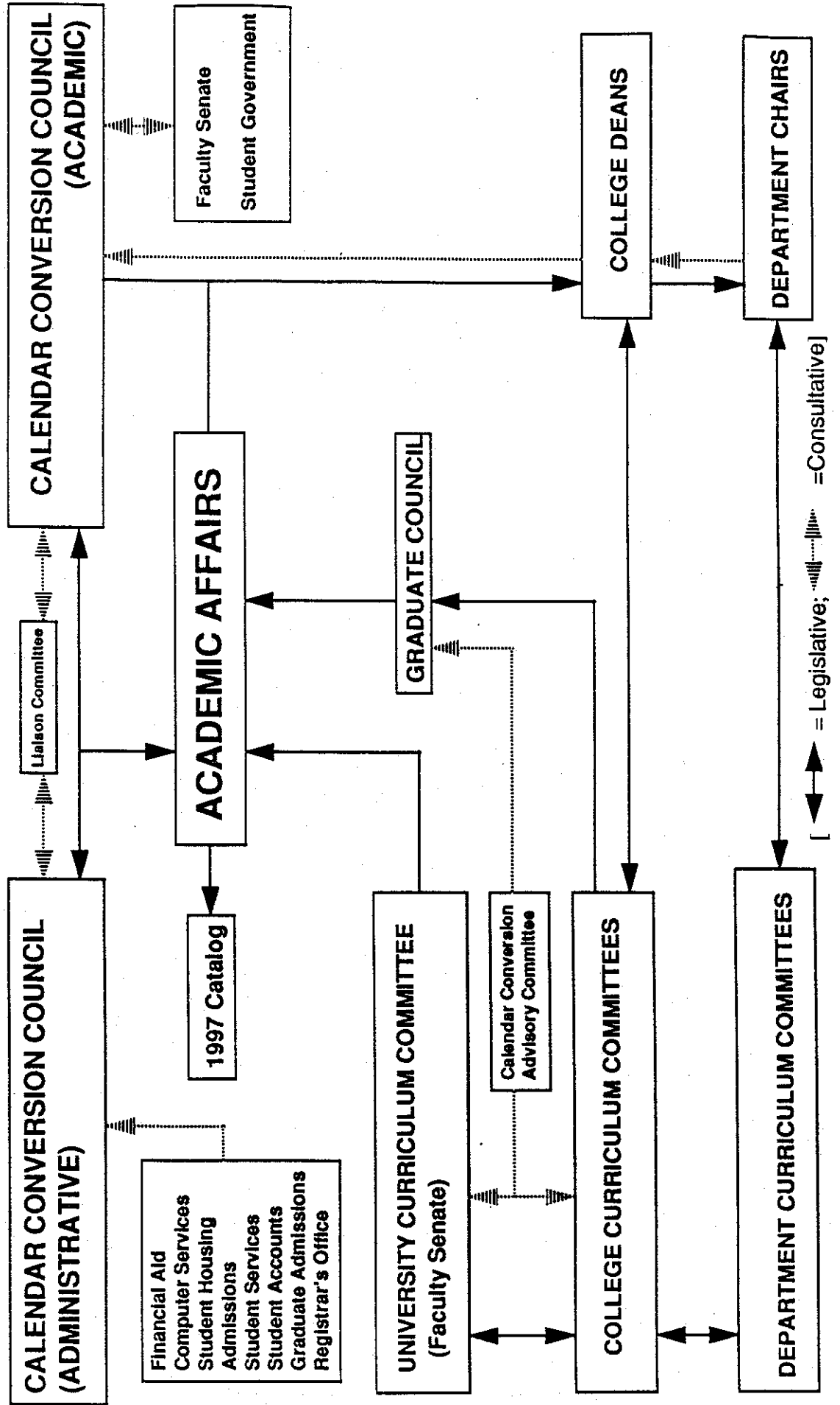
1. Explore opportunities for the design and offering of interdepartmental and cross-college courses.
2. Develop and implement methods to evaluate the effectiveness of the curriculum and methods which could be employed to assess learning.
3. Investigate ways to provide the faculty development necessary to accommodate future curricular changes that result from changing knowledge bases, modification in pedagogy, and increased diversification of student clientele.
4. Consider the implementation of instructional methods that can be used to meet differential student learning needs.

VIII. ACKNOWLEDGMENTS

The Academic Division of the Calendar Conversion Council extends its sincere gratitude to Dr. Barbara Steidle, Vice Provost for Undergraduate Instruction at Michigan State University. Her assistance and encouragement made our initial efforts far more efficient and productive than would have been otherwise possible. Acknowledgment must also be given to Dr. Bruce Miller and other members of the Semester Transition Office at Michigan State University who, through the Report of the Semester Study Group and The Green Book, provided useful models and operational guidelines for the development of our conversion protocols.

APPENDICES

APPENDIX A
CALENDAR CONVERSION PROCESS - 1995/96
 Organizational Structure



**APPENDIX B
CALENDAR CONVERSION COUNCIL MEMBERSHIP (ACADEMIC)**

<u>Name</u>	<u>Constituency</u>	<u>Extension</u>
Ariss, Sonny	Management	2366
Atwater, Tony	Academic Affairs	5493
Beans, Bill	Mechanical Engineering	4360
Bischoff, William	Biology	2065, 2066
Boening, John	English	2930, 2318
Bulmahn, Heinz	Graduate School	2668, 4968
Chesney, Barbara	Sociology	4075, 2791
Copeland, Shawn	Student Government	
Floyd, Barbara	Library Administration	2170
Fournier, Ron	Chemical Engineering	2378
Gemzik, Renee	Student Government	
Holiday-Goodman, Monica	Pharmacy	2963
Hopkins, Kent	Admissions	8592
Horman, Molly	Student Government	
Kinney, Mark	International Studies	1240
Maynard, Jack	Education & Allied Prof.	4774
McHugh, Ted	University College Prog.	5839
Miller, Ed	Student Affairs	8522
Nelson-Burns, Carol	Comm. & Tech. College	3318
Ripps, Steve	Law	2964
Robertson, Trudy	Arts and Sciences	2671
Rusche, Philip	Education & Allied Prof.	2026
Sharkey, Tom	Business Administration	5644
Shirk, George	Education & Allied Prof.	2079, 8456
Sitaraman, Sheela	Graduate Student	472-6207
Waldock, Mary Jo	Continuing Education	321-5144
Whalen, David	Student Government	
Wonsetler, Joe	Registrar's Office	5049
Yunker, Pete	Student Government	6300
Wilson, Carter	Faculty Senate Attendee	2385, 4151

APPENDIX C
CALENDAR CONVERSION COUNCIL MEMBERSHIP (ADMINISTRATIVE)

<u>Name</u>	<u>Constituency</u>	<u>Extension</u>
Abrahamowicz, Kelly	Grants Accounting	7786
Armstrong, Sherri	Registrar's Office	8419
Atwater, Tony	Academic Affairs	5493
Bischoff, Bill	Biology	2065
Creutz, Charles	Faculty Representative	4159
DeCristoforo, Joe	Registrar's Office	4102
Eisenbaun, Lora	Student Government	
Eisler, Beth	College of Law	2937
Esbin, Jack	Computer Services	3686
Gates, Wayne	Student Housing	2941
Hasselschwert, Lisa	Financial Aid	4681
Holder, Olivia	Student Government	
Johnson, Jeffrey	Student Government	
Jones-Terry, Ardenia	Student Services (UTOO)	2624
Krzyminski, Janet	Graduate Student	2467
Lapp, Nancy	Intercollege Committee on Advising	2087
Lettman, Dennis	Student Services-Comm. & Tech. College	3301
Meiers, Michele	Registrar's Office	4624
Miller, Ed	Student Affairs/Financial Aid	7746
Miller, Elaine	Mathematics-Comm. & Tech. College	3182
Nagel, Matt	Student Government	
Page, Kathy	Admissions	2074
Pierce, Debbie	International Services	1209
Proudfoot, David	Registrar's Office	2017
Repp, Sharon	Student Accounts	8409
Robertson, Trudy	Arts & Sciences	2672
Rust, Irma	Registrar's Office	2706
Sass, Joe	ISOM	2040
Severino, Michael	Student Government	
Siganga, Walter	Pharmacy	7942
Smith, Laura	Financial Aid	6151
Sullivan, Robert	Education & Allied Prof.	2939
Thomas, Valerie	College of Engineering	8042
Wellman, Nancy	Graduate Admissions	2283
Whalen, David	Student Government	6334
Wonsetler, Joe	Registrar's Office	2148

APPENDIX D

TRANSITION TEAM MEMBERS

College of Arts and Sciences

Thomas Lingeman - Art
William Bischoff - Biology
Jimmie Edwards - Chemistry
Richard Knecht - Communication
Micheal Magura - Economics
Bob Rudolph - English
Guessler Normand - Foreign Languages
William Muraco - Geography
Michael Phillips - Geology
Carol Menning - History
Harvey Wolff - Mathematics
JaFran Jones - Music
David Stern - Philosophy
Philip James - Physics and Astronomy
James Lindeen - Political Science
Robert Haaf - Psychology

Cary Kart - Sociology, Anthropology, & S.W.
Chas. E. Williams - Theatre
Thomas Barden - American Studies
David Hoch - Honors Program
Roger Ray - Humanities Institute
Matthew Wikander - Master Liberal Studies
Richard Harris - Military Science
Patricia Hoover - Coord., Nursing Program
Phyllis Turner - Assoc. Dean, Nursing Program
Carol Engler - Survey Research Institute
Ronald Randall - Urban Affairs Center
Harriet Adams - Womens' Studies
Joan Mullin - Writing Center
Bernie Bopp - Center for Teaching Excellence
Gertrude Robertson - Assoc. Dean-Student Services

College of Business Administration

Bhal Bhatt, Chair - Management
Bill Darley - Marketing
Diana Franz - Accounting

Jerry Smolen - Finance
Steven Spirn - Management
P. Sundar - ISOM

Community and Technical College

Jerome Sullivan - Assoc. Dean for Instruction
Dennis Lettman - Assoc. Dean for Student Svcs.
Marlene Doerner - General Studies
Gwen Terwilliger - Tech Science and Math

Diane Marker - Business Technologies
Norm Koenigseker - Engineering Technologies
Margaret Traband - Health and Human Svcs.
Ronald Rossi - Criminal Justice

College of Education

Jack Maynard - Assoc. Dean-College of Educ.
Grover Baldwin - Educational Leadership
Martha Carroll - Special Education Services
Jim Gress - Elementary, Early Childhood
Educ. and Curriculum and Instructional
Technology

Lynne Hudson - Educational Psychology, Research
and Social Foundations
James Price - Health Promotion and Human
Performance
Robert Wendt - Counselor and Human Services
Education

APPENDIX D - Cont.

TRANSITION TEAM MEMBERS

College of Engineering

Undergraduate

Bruce Poling - Assoc. Dean-College of Eng.
Steve Kramer - Mechanical Engineering
Bob Bennet - Industrial Engineering
Brian Randolph - Civil Engineering
Steve LeBlanc - Chemical Engineering

Jerry Heuring - Computer Science
Rick Molyet - Electrical Engineering
Fred Nelson - Engineering Technologies
Dick Curran - Engineering Technologies

Graduate

Richard Irey - College of Engineering
Ron Fournier - Bio Engineering
Glen Lipscomb - Chemical Engineering

Jiwan Gupta - Civil Engineering
Mansoor Alam - Electrical Eng./Computer Science
Abdullah Afjeh - Mechanical/Industrial Eng.

Center for International Studies

Mark Kinney - Interim Director

Deborah Pierce - Assoc. Dean

College of Pharmacy

Gerald P. Sherman - Asst. Dean
Administrative and Professional Affairs
Kenneth Bachmann - Pharmacology Dept.

Charles Hicks - Pharmacy Practice
Richard Hudson - Medicinal and Biological
Chemistry Department

Graduate School

Heinz Bulmahn - Assoc. Dean

Nancy Wellman

University College

Ted McHugh

Mary Jo Waldock

APPENDIX F.

FORMS TO ACCOMPANY CONVERSION GUIDELINES

1. **General Instruction Sheet**
2. **New Course Request Form - SC1**
3. **Departmental Course Inventory - SC2**
4. **Department Graduate Profile - SC3**
5. **Department Undergraduate Profile - SC4**
6. **Department Course Matrix - SC5**
7. **The Undergraduate Major/Concentration - SC6**
8. **The Graduate Degree Program - SC7**

(Forms are undergoing revisions - They will be distributed under a separate cover.)

APPENDIX G.

ACADEMIC/ADMINISTRATIVE LIAISON COMMITTEE MEMBERSHIP

Administrative Division

Joe Decristoforo, Chair
Joe Wonsetler
Elaine Miller
Sherry Armstrong
Sharon Repp
Laura Smith

Academic Division

William L. Bischoff
Carol Nelson-Burns
Jack Maynard
Monica Holiday-Goodman
Tony Atwater
John Boening