

Q2S Guidelines

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Q2S Transition Team: General Education and Guidelines Taskforce

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Preamble

A group of faculty and administrators began to meet weekly, starting in early October 2008, at the request of David Thomas, Chair of the University Curriculum Council (UCC). The purposes of this group's formation were:

- (a) to address the problem of how to develop Q2S guidelines that will facilitate the flow and timely review of course and program submissions to UCC associated with the transition to semesters while maintaining the quality of the review process,
- (b) to ensure that the project of digitizing the review process is completed in time to assist with that transition, and
- (c) to establish a sequence of college submissions.

This preamble's purpose is to express the group's commitment, and by extension UCC's commitment, to construct a review process in which substantive evaluation of courses and programs is the purview of department/school curriculum committees and college curriculum committees. If these committees carefully exercise initial oversight, follow the Q2S guidelines, and complete the required documentation, then the UCC evaluation should be largely formal and straightforward. The group is aware that some departments/schools and individual faculty are concerned that the review process will be overly complicated and that unwarranted oversight will be the norm. That such anxiety exists is not surprising given the enormity and novelty of the task before schools/departments and colleges, but this group is dedicated to reducing that anxiety by being responsive and collegial and, by so doing, engendering trust and confidence in the review process.

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Bulleled Summary

- All courses under semesters will be new courses.
- We will follow normal UCC decision-making process for both programs and courses.
- The current UCC review process will not be utilized for the transition review. The process will be done electronically and will:
 - Utilize pre-filling of existing data.
 - Provide automatic guidance for providing information (filling out forms) completely and accurately.
 - Provide departments/schools with information on the status of proposals as they work through the review process.
 - Minimize data entry and other mundane tasks for faculty.
- There will be expedited processes when applicable.
- Departments and Schools will submit a complete “binder” that contains program and course information.
- There will be staggered submission deadlines.
- The transition should be viewed as an opportunity for departments/schools to review and revise their programs and courses.

I. Introduction

The quarters-to-semesters (Q2S) transition guidelines consist of four sections. I.) The first is the introduction that gives the background of the transition and the general assumptions and guiding principles. This section also includes the definitions used in the transition process. II.) The second section describes the procedures that will be used in the transition process. This includes the schedule with deadlines, approval processes and advice for programs. III.) The third section of the guidelines specifies the policies used to evaluate the results of the transition process. These include both constraints (criteria that must be satisfied), and objectives (criteria that are pursued while balanced against other criteria). IV.) The fourth section, included as Appendix A, specifies the information that needs to be collected in the process as well as analyses that need to be done in support of the process. The remaining appendices include procedures and policies that have been or will be determined outside of these guidelines.

A. General Assumptions

The transition from quarters to semesters should be understood in light of three general assumptions.

1. **The transition should be viewed as an opportunity to engage in a comprehensive review and revision of the curriculum.** Among the goals of this process will be to better align the curriculum with the goals of Vision Ohio.
2. **The transition should be neutral.** This includes both the size and structure of the curriculum and the resources needed to deliver that curriculum to the same number of students.
3. **The transition must be coordinated.** The conversion's success, given the interrelated character of the curriculum and specific program requirements, depends on departments/schools consulting with one another in a coordinated way to ensure that their curricular revisions do not adversely affect the resources of another academic unit.

B. Glossary

The following terms will be used in this document and throughout the transition process.

Alias Course: A quarter course that is similar in content and objectives to a semester course.

Binder: A collection of information developed by academic units that will be used to evaluate the programs and courses.

Client department/school: A department/school that utilizes another department's/school's inter-department/school course in its curriculum.

Department/School: Academic unit that has responsibility for program and/or course contents. Includes traditional academic departments and schools as well as colleges and other units that offer programs or courses.

Inter-department/school Course: A course that is regularly utilized by students who are not in a program of the department/school that offers the course.

Notification of Intent (NOI): The procedure in which patron departments/schools can provide a select set of details of semester courses that they plan on offering so that patron departments/schools can utilize them in their program proposals. For example Math will complete a NOI for the calculus sequence for use by the engineering programs.

Semester Equivalents of Quarter Course Sequences: Quarter course sequences that have been reconfigured to conform to the semester format.

Patron department/school: A department/school that offers an inter-department/school course.

Program: Set of courses and other requirements needed for successful completion by students. Could be a degree program, track within a degree program, non-degree program, minor or certificate.

Semester Program: Program requirements expressed in semester hours and courses for students entering the University Fall 2012 and after.

Student Learning Objective: Description of course, program, and/or institution aims.

Student Learning Outcome: Description of the instructor's intention about what students should know, understand, and be able to do relative to the learning objective.

Transition: The transformation of Ohio University from a school that has a quarter calendar based curricula to one that has a semester calendar based curricula.

Transition Courses: Temporary courses that academic units may offer so that students can complete a degree requirement by enrolling in part of a semester course.

Transition Programs: Program for transition students that is written in terms of semester requirements but takes into account the last five catalog years of requirements expressed in quarters.

Transition Students: Students who enrolled on the quarter system and who will continue their studies on the semester system.

Student Transition Plan: Articulated plan for how a typical student with 1, 2 or 3 years under quarters will complete their degree requirements.

UCC Digitization and Automation Project/OCEAN: The information technology system originally proposed to facilitate the UCC course and program approval process. Q2S functionality will be included so that it collect, store, organize, analyze and present the information required for Q2S.

C. Abbreviations

AD: Associate/Assistant Dean
AUC: Academic Unit Coordinator
CAF: Course Approval Form
DARS: Degree Audit Reporting System
EPSA: Educational Policy and Student Affairs Committee
ICC: Individual Course Committee of UCC
MCF: Master Curriculum File
NOI: Notification of Intent
OAN: Ohio Articulation Number
OCEAN: Ohio Curriculum Enhancements and Approval Network
PAF: Program Approval Form
PC: Programs Committee of UCC
Q2S: Quarters to Semesters
Q2SC: Q2S Coordinator
Q2STO: Q2S Transition Office
Q2STT: Q2S Transition Team
QH: Quarter hours
RHE: Regional Higher Education
SH: Semester hours
SIS: Student Information System
TAG: Transfer Assurance Guide
UCC: University Curriculum Council

II. Transition Procedures

A. Transition Schedule

The transition schedule will be developed to guide the transition. The schedule will not provide a high level of detail. It will just contain the completion milestones for the major transition task and those non-major tasks that need a high degree of coordination. It will also include a suggested initiation date for these tasks. The constituents responsible for the task will be responsible for determining task duration and subtasks needed. The transition office will not monitor progress on tasks in which it is not involved. A draft schedule is shown in Table 1 below. A taskforce will be formed that will be responsible for developing a draft schedule for the transition.

Task	F08	W09	Sp09	Su09	F09	W10	Sp10	Su10	F10	W11*	Sp11	Su11	F11	W12	Sp12	Su12	F12
Develop Guidelines	I	P	C														
UCC Automation Project	I	P	P	P	C												
New Student Transition Guide		I	C														
Gen Ed Requirements	I	C															
Semester Programs			I		P	P	C										
Transition Programs					I	P	P		P	P	C						
Transition Student Guide									I	P	P	C					
Advising Plans						I	P	P	C								
Advisor Training								I	P	C							
Transition Student Advising													I	P	C		
UCC Approvals					I	P	P	P	C								
PS Course Loading										I	P	C					
DARS/TA Equiv Course Loading					I	P	P	P	P	P	P	P	P	P	C		
Semester DARS Loading					I	P	P	P	P	P	P	P	P	P	C		
2012-13 Catalog										I	P	P	P	C			
Requisite Encoding in PS											I	P	P	P	C		
Course Fees in PS											I	P	P	P	C		
Scheduling Fall 2012-13 Classes											I	P	P	C			

. Table 1: Draft Transition Schedule. I = Initiate Task, P= Task in Progress, C = Task Milestone Completed

* = PeopleSoft Go-live term

B. Program Review and Revision

One of the guiding assumptions of the transition is that it is an opportunity to engage in a comprehensive review and revision of the curriculum. On one hand, departments/schools should be given wide latitude in determining the specific goals of their curriculum review and revision. A key component of this will be the amount of effort they plan to devote to this transition. Those that have recently completed such a process may want to view the process as more of a conversion or translation than a transition. On the other hand, there are common University initiatives that could be pursued in a unified fashion through this process.

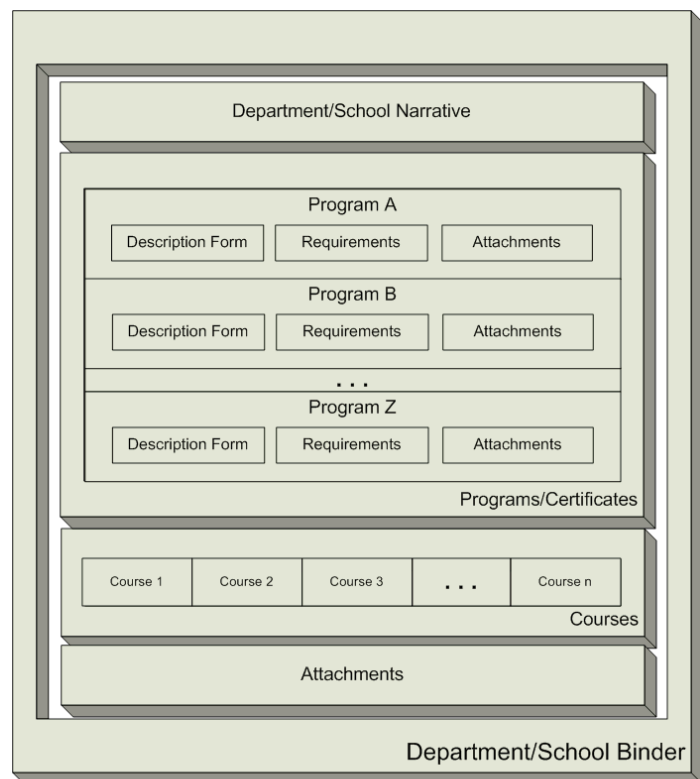
A Curriculum Review and Revision Taskforce will be formed. This taskforce will have the responsibility of articulating common university goals that can be pursued in the process and identifying advantages of instruction in a semester format. The taskforce should then develop ideas for faculty development workshops and other processes that will support departments/schools enacting the above.

C. Course and Program Approval Process

Each department/school will produce a binder¹ of the material that will be used to communicate the results of their semester transition and allow the appropriate bodies to evaluate them. Each binder will have the following components:

1. A department/school narrative that includes the mission of the department/school and how their programs and courses are related to the mission.
2. A section that describes the programs under the responsibility of the department/school. This would include existing and new programs developed by the department/school.
3. A section that details the information on courses that will be offered by the department/school.
4. A section that provides the results of analyses of the units' programs and courses.

A diagram of the binder format is shown in Figure 1.



UCC Automation "Binder"		
DRAFT	2/12/2009	Version 2.0

Figure 1: Binder Format

The flow of information about courses and programs will be controlled in the binder Approval Process shown in Figures 2 and 3. The process starts with the generation,

¹ The Binder will not exist as an actual paper document but will be submitted and reviewed in an electronic format.

collection, and entry of program and course information by the department/school. When completed, the binder would then go through three stages of review and approval. First would be Department/School Curriculum Committee, second College Curriculum Committees (and respective Deans), and finally the Programs Committee and the Individual Course Committee of UCC.

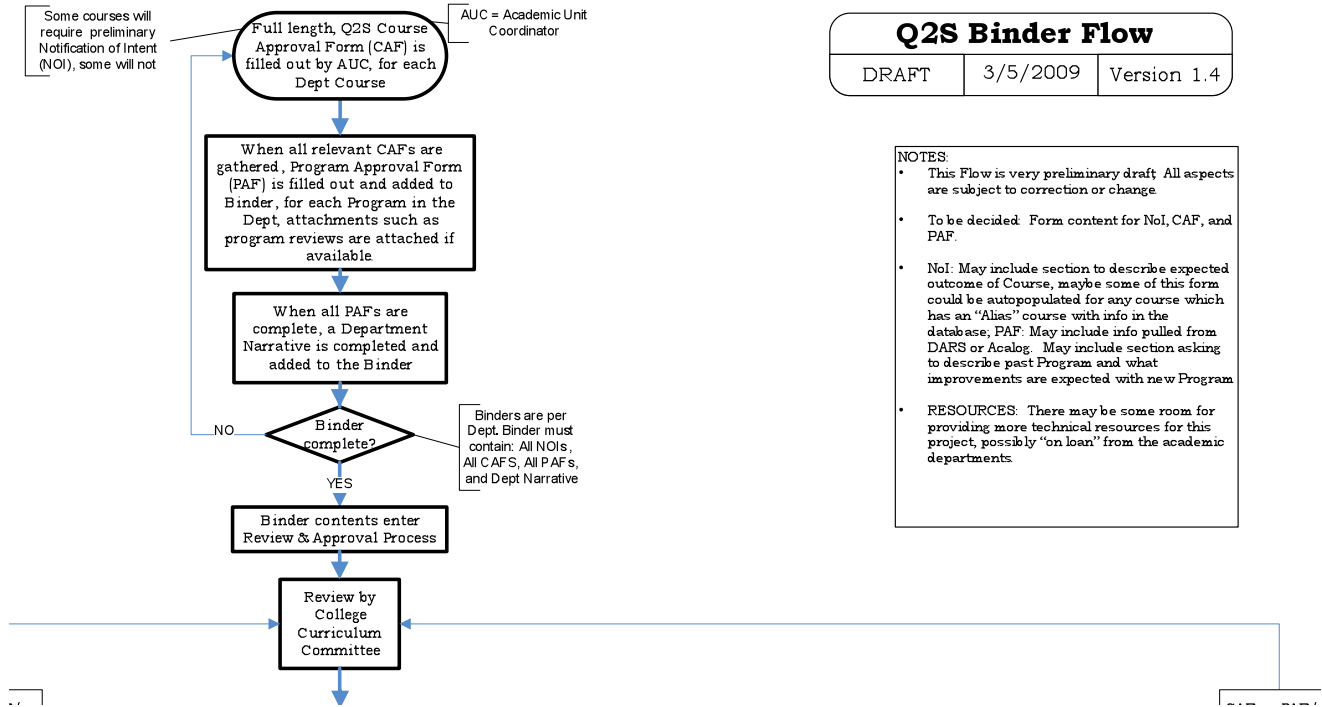
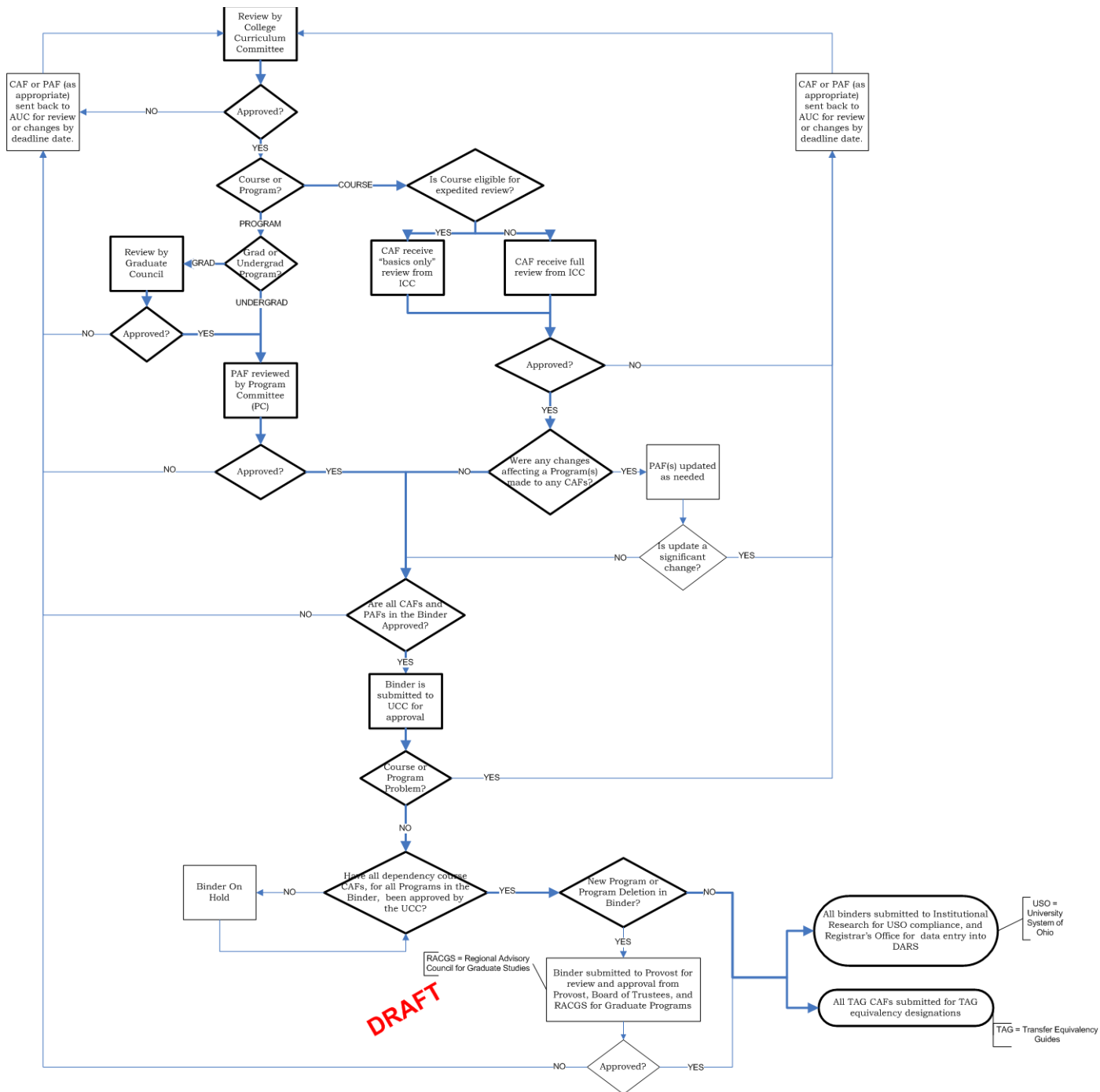


Figure 2: Binder Flow, Part A (DRAFT)



Aary Patacxw, Ohio University OIT,
 05-MAR-2009

Figure 3: Binder Flow, Part B

In order to prevent the approval process from becoming clogged, the binder deadlines will be staggered by college groups. The Table 2 shows the tentative order and schedule. The binder should be completed through the department/school and submitted to the college curriculum committee by the end of the completion term.

Table 2: Tentative Binder Schedule

No.	College Group	Completion Term
1.	Russ College	Spring 09 ²
2.	College of Business	Fall 09
3.	A&S: Math and Natural Sciences	Fall 09
4.	Health & Human Services ³	Fall 09
5.	A&S: Social Sciences	Winter 10
6.	Education	Winter 10
7.	Fine Arts	Winter 10
8.	Osteopathic Medicine	Winter 10
9.	A&S: Humanities	Spring 10
10.	Honors Tutorial College	Spring 10
11.	International Studies	Spring 10
12.	Regional Higher Ed	Spring 10
13.	Scripps Communication	Spring 10
14.	University College	Spring 10

There are two complications created by using a staggered binder deadlines. First, to complete their binders, the earlier college groups will require information about courses offered from later college groups. To facilitate the ability to do this, preliminary course information will be collected through a Notification of Intent (NOI) Process (described in Section II.C.4.a). Second, since final binder approval for the earlier groups will be held until all courses in their programs receive approval, the binders could accumulate at UCC. For example, all undergraduate programs will require freshman composition, which is only offered by the English Department. Since they are not submitting their binder including this course until Spring 10, no binder would be approved before Spring 10. Therefore a fast-track path will be provided to obtain final approval for such specific courses.

² The on-line submission system will not be completed in time for the Russ College Departments/Schools to complete their data entry by the end of Spring 09. They should have their new programs and courses determined and will be able to complete data entry by the end of October.

³ Based on the results of discussion and decision made based on the Academic Dean's White Paper on Academic Restructuring, the College of Health and Human Services or the individual programs currently in the College may be moved down the order.

a. Expedited Courses

Courses that are based on an existing quarter format course (alias course) are eligible for an expedited review process. (The alias course must be an approved permanent course – courses currently taught under special topics or experimental numbers must go through the full approval process.) Currently, ICC does not require a new course submission for a revised course if no more than 25% of the course content is changed. The same criteria will be used to determine if a new course will be submitted through the expedited course review process in the transition. Given that all other components remain the same, Table 4 shows examples of conversions would meet this criterion. Departments/schools will indicate the courses that qualify for expedited review. Unless explicitly changed, the expedited courses will inherit course properties from their alias course(s). This would include general education designation.

Table 4: Expedited Course Conversation Examples

Quarters		Semesters		% Change
# of Courses	Credits per Course	# of Courses	Credits per Course	
2	1	1	1	25%
3	1	2	1	0%
1	2	1	1	25%
2	2	1	3	-13%
3	2	2	2	0%
1	3	1	2	0%
3	3	2	3	0%
1	4	1	3	-13%
3	4	2	3	25%
1	5	1	3	10%
1	5	1	4	-20%
3	5	3	3	10%
3	5	2	4	20%
3	5	2	5	0%

b. Composite Courses

When a semester course is created by selecting a subset of the topics/outcomes of quarter courses, the course can qualify for composite course review based on the principle that the topics/outcomes and other course elements have already been approved by UCC. It is expected that the grading elements remain similar to those used in the alias courses. These courses will be reviewed by UCC with the expedited course criteria.

2. Programs

Programs as well as courses will need to be reviewed and approved. While each of the quarter courses will no longer exist after the transition, the same will not be true for

programs. However, each program will need to be expressed in semesters. Each department/school will be provided with a list of their programs with enrollments and indicate whether the program will be:

- Transitioned to semesters
- Rolled into another existing program
- Phased out (with students)
- Inactive (no students)

If no materials are submitted for a program, the program will be put on phased-out or inactive status as appropriate. Departments/schools will not be encouraged or discouraged to remove programs with no or little enrollment.

The format of program specification that will be submitted is still under development. Ideally, they will all be presented in a standardized curricular component format. Standardization would facilitate the comparison of the quarters and semesters curricula and the entry of the new program into DARS. However, due to the intricacies of the program requirements and the complexity of the program specifications in DARS, a narrative description supplemented with a list of required and elective courses may be the format.

Minors and certificates that are exclusive to a department/school will be the responsibility of that department/school and included in their binder. Other minors (such as the business minor) will be the responsibility of the body that originally approved it.

3. Review Criteria

It is expected that the breadth and depth of the review will be greatest at the Department/School and College level and minimal at the UCC level. In order for this to function properly, both the Department/Schools and College curriculum committees will need to perform their work conscientiously.

a. College Curriculum Committee

The scope of review of each College Curriculum Committee (and the Deans) will be determined by each College. The criteria by which the binder will be evaluated should be communicated clearly. It is assumed that the scope will be quite extensive as program and course content can be better evaluated closest to the discipline. Also, since resource allocation is controlled at the college level, the Colleges will be charged with looking at resource issues. The college curriculum committees will also need to ensure that all curricular requirements are met and clearly supported in the binder.

b. UCC-Individual Course Committee

The UCC-ICC will utilize the review the criteria shown in the first column of the Q2S Course Review Criteria and Information Collected Matrix. It is anticipated that some or even most of the requirements can be checked automatically in the course data entry process as shown in the last column.

For expedited and composite courses, ICC will check that:

- The course has outcomes
- The hours and credits align
- The prerequisites are valid
- The number is appropriate

c. UCC-Programs

The program committee will evaluate the following aspects of each program:

- Does it meet the required minimum hours?
- Are there any significant changes (See Section III.B.1.b for definition of significant changes)? If there are:
 - Do they support the department's/school's and the specific program's missions?
 - Did they come about through an adequate review and revision process?
 - Do they have the potential to harm other departments/schools?
 - Has the college signed off that the resources to accommodate the changes will be available?
- Are the number of hours and critical path sufficient for students to have a reasonable chance to graduate in a timely fashion? (Typically thought of as four years for Bachelor's, which may include summers.)
- Does the program use only approved and likely to be offered courses?

The Programs Committee will not evaluate the content and resources of the program. Colleges will do this.

4. Additional Course and Program Processes

a. Inter-department/school Courses and the Notification of Intent Process (NOI)

Inter-department/school courses, courses that are regularly utilized by students who are not in the department/school of the program that offers the course, will require intentional coordination of their transition between the patron and client departments/schools. This coordination will commence before the departments/schools submit their binders. It will take place through the Notification of Intent (NOI) process shown in Figure 4. The NOI process will be initiated by the Q2S Office for current quarter courses that are required and/or utilized by programs outside of the offering department/school. Courses that are currently required for minors and certificates will also need to participate in the NOI system. Patron departments/schools can also request a NOI for courses they feel may be integral to their new programs.

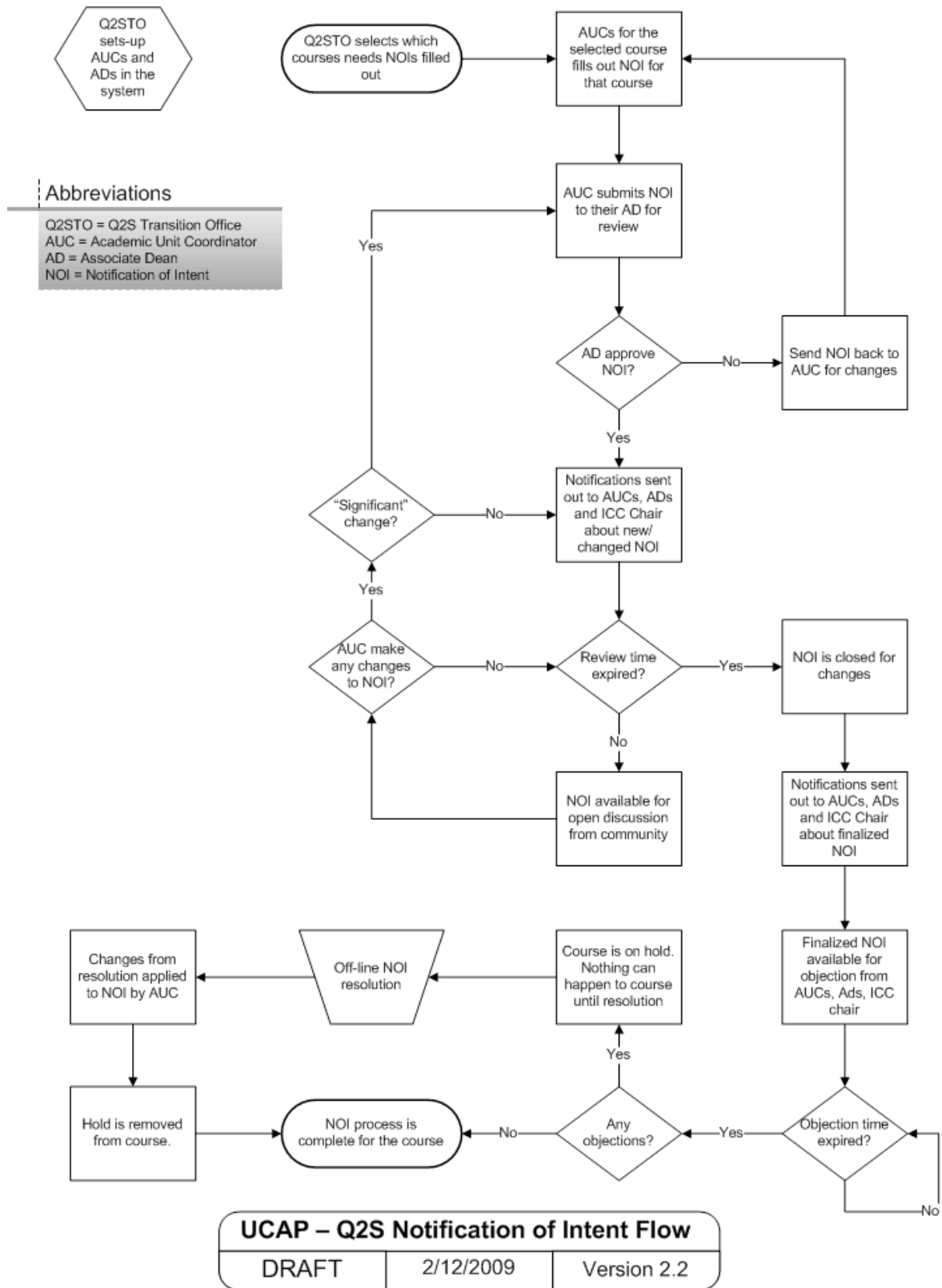


Figure 4: Notice of Intent Process (Primary author; Don Pendergast III)

The following list of information should meet the immediate needs of the patron departments/schools while still being producible by patron departments/schools in an accelerated time frame:

1. Course Name
2. Course Number
3. Credits
4. Alias course(s)
5. Prerequisites (in terms of alias or semester courses)
6. Lecture, Lab, and Other Components Hours
7. Semesters Offered
8. Estimate of Classroom Needs
9. List of Topics by Week
10. Open box for additional comments
11. Originator/Contact Person

The patron department/school will enter the above information into the OCEAN database. Other Q2S coordinators will be notified that the course information is now available and a two-week review period for discussions will commence. At the bottom of the page with the course information there will be a discussion board where discussion about the course proposal can take place. After the review period, the NOI will be considered pending and patron departments/schools will have one more opportunity to place a hold on the course to resolve any questions. The transition steering committee would intervene if necessary to allow the course to close.

If a patron department/school will not be offering a semester course that fulfills a similar curricular function as a quarter inter-program course that they currently offer, they will indicate this through the NOI process. They should indicate the reason that they will no longer be providing this service and whether they anticipate offering a replacement course in the future. Client programs will automatically be notified. Issues between departments/schools will be resolved through the NOI discussion and objection process.

The NOI process will also provide a means of supplying expected enrollment information back to patron departments/schools so they can do resource planning. There will also be a means for groups that are working on similar course issues to collaborate.

b. Transition Programs

All departments/schools should plan on having transition students – students who have taken some of their courses under the quarter format and will need to take some courses in the semester format. For these students, a special transition program will need to be created. It is a program written in terms of semester requirements but takes into account the last five catalog years of requirements expressed in quarters. Completed Transition Programs will be due one term after the binder is approved, but tentative transition program information will be collected in the binder when possible. While the needs of transition students can be considered in development of the semester program, it should not be a primary objective.

c. Transition Courses

Students should be advised to complete course sequences either under quarters or wait to take the complete sequence in semesters. In the unusual case where a student started but did not finish a sequence of courses in quarters, temporary courses called transition courses will be designated. These courses will not be offered as separate offerings. Instead the student will enter the new semester course at the appropriate time. The Table 5 shows the use of transition courses for the sophomore electrical engineering circuits sequence. It is currently three four-quarter hour courses: EE 210, 211, and 212 and will be two four-semester hour (3 hours lecture, 2 hours lab) courses: EE 2100 and 2110.

Table 5: Example of Transition Course Use

Completed under Quarters	Take under Semesters
None*	EE 2100 and 2110
EE 210	EE 2100Q and 2110
EE 210 and 211	EE 2110Q
EE 210, 211, and 212*	None

*Highly preferred options

A student taking EE 2100Q would start participating in the existing EE 2100 section around the tenth week of the semester. Likewise a student taking EE 2110Q would start in EE 2110 around the fifth week of the semester. Transition courses will be approved in a process similar to experimental courses, requiring dean approval, and will expire before Fall 2014-2015. Students should be advised so as to avoid the use and enrollment in transition courses as much as possible.

D. Regional Higher Education

Regional Higher Education will be fully included in the transition process. This will include participation in the review and revisions of courses and programs that are offered on the Athens and regional campuses. RHE also will be consulted with regard to how changes will influence broader issues such as faculty workload and students moving between campuses. Included in this area will be addressing issues with distance learning associated with the transition.

An RHE Coordination Taskforce will be formed to address the above issues. The taskforce will be responsible for reviewing the course and program transition process with the goals of identifying areas where coordination is required and proposing processes for that coordination.

E. Advising Plans

Each college will develop an advising plan. Since the approach that the colleges take to advising varies, it is expected that each advising plan will be different. An advising taskforce will be responsible for developing the format for the advising and communication

plans that the colleges will submit in academic year 2009-10. College advising and communication plans will include the following:

1. Description of how the college does advising
2. Budget for transitional advising needs
3. Description of how transitional advising will be done
4. Identification of strategies through which each college will communicate with its students
5. Means to ensure:
 - That advisors are familiar with the semester curricula and competent to advise students.
 - That all students will have the opportunity for an individual meeting with an advisor.
 - That all students have a documented means of completing their degrees under the semester system.

The section of the Transition Team Report concerning Academic Advising is included in Appendix B.

F. Transition Summer (2012)

The summer between Spring Quarter 2012 and Fall Semester 2012 will be unique. It will be shortened, most likely starting on 6/18/12 for a normal end of Spring 2012 quarter and ending on 8/10/12 to allow for the normal start of the Fall 2012 semester. This is a total of 8 weeks instead of the normal 10 weeks. The summer should be configured to give students one more chance to complete critical courses under the quarter system. Programs that take in their cohort in the summer will need to be accommodated. Decision for Summer 2012 format should be made in January/February 2011.

G. College Specific Procedures

Each college may have special procedures that it wants each of the departments/schools to follow. These procedures would be over and above the general procedures listed above. These should be determined in a timely manner, and communicated with the affected departments/schools and the Q2S Office.

III.Semester Policies

A. Students

1. Commitment to Students

Constraint 2 states that students must not be disadvantaged. The paramount assumption for the conversion is that it should be neutral, in terms of both cost and time-to-degree

completion. Most other universities that have gone through a quarters-to-semesters transition have made a commitment to their students that they would have

- No Loss of Academic Progress
- No Delay to Degree Completion.
- No Increased Costs for Degree Completion

due to the transition. The draft statement developed by University of Cincinnati is included in Appendix C. The Q2S Communications Taskforce will be developing a similar statement for Ohio University.

2. Student Appeal Process

It is anticipated that through careful planning, good communication, competent advising and student responsibility, no student will have the impression that he/she has been disadvantaged in the transition. On the chance that any will be disadvantaged by the Q2S transition, an appeals process will be developed and communicated to the students. The first stages of the process will follow the current grade appeal process. The student should first write a letter to his/her department/school chair/director or designate indicating what part of the commitment was not followed, why it seems so, and what they think the department/school should do to rectify the situation. The student should attach any pertinent information such as DARS reports, advising materials, and individual advising sheets. If the problem is not resolved at the department/school level, the student has the option of appealing to his/her college dean or designate. If the problem is not resolved at this level, the student should contact the Q2S office. The Q2S office will attempt to resolve the dispute. If this is not possible, then the student may appeal to the Q2S Transition Oversight Committee who will make a final ruling on behalf of UCC and enforceable by the Registrar.

B. Curriculum

1. Conversion Ratio

Constraint 3 states that there should be a 3 to 2 Conversion of the Curriculum. This reduction should take place on several levels:

a. Reduction in Number of Courses

All other institutions have seen a reduction of approximately 30% in the number of courses offered, and it is expected that this will occur at Ohio University. The number of courses offered under semester should be roughly $\frac{2}{3}$ (0.67) the number of courses offered under semesters. This reduction should occur in aggregate and at the college level. It should also happen at the department/school level with some exceptions. The shift from a 4 credit hour norm to a 3 credit hour norm for undergraduate courses will increase this multiplier with 0.89 being an upper limit. In order to ensure the diversity of courses necessary for quality of instruction, departments/schools should not reduce the number of courses offered by more than $\frac{1}{3}$ without reason.

b. Curricular Components

Conversion Principle 1 seeks a Proportional Conversion of Curricular Components. Within the total hours to graduate, the proportion for various curricular components (majors, concentration areas, minors, general education, etc.) should remain as close to neutral as possible. As a general rule, curriculum components should not change by more than +/- 5% (of the percentage) from their percentages in the current curriculum without reason. The table below gives the credit hour ranges assuming a 192 quarter-hour program transition to a 120 semester-hour program. Of course, as department/schools review their curricula, they may determine that these percentages should change more than this amount to improve the program. This is encouraged.

Current Quarter Hours	Current Percentage	New High Percentage	New Low Percentage	New High Semester Hours	New Low Semester Hours
8	4.2%	4.4%	4.0%	5	5
12	6.3%	6.6%	5.9%	8	7
16	8.3%	8.8%	7.9%	11	10
20	10.4%	10.9%	9.9%	13	12
24	12.5%	13.1%	11.9%	16	14
32	16.7%	17.5%	15.8%	21	19
40	20.8%	21.9%	19.8%	26	24
48	25.0%	26.3%	23.8%	32	29
56	29.2%	30.6%	27.7%	37	33
64	33.3%	35.0%	31.7%	42	38
68	35.4%	37.2%	33.6%	45	40
72	37.5%	39.4%	35.6%	47	43
76	39.6%	41.6%	37.6%	50	45
80	41.7%	43.8%	39.6%	53	48
84	43.8%	45.9%	41.6%	55	50
88	45.8%	48.1%	43.5%	58	52
92	47.9%	50.3%	45.5%	60	55
96	50.0%	52.5%	47.5%	63	57
100	52.1%	54.7%	49.5%	66	59

c. Aggregate Curriculum

In aggregate, the curriculum must be reduced to the point that it can be feasibly delivered at all levels – department/school - college - university. A Metrics and Measurement Taskforce will be formed. This taskforce will be responsible for proposing metrics to be used to analyze the transition. They will also work with the Q2S Office in developing means of calculating and communicating the outcomes of these metrics.

2. Program Hours

Many aspects of programs are now specified in quarter hours. These aspects need to be converted to semester hours. The department/school and college specific requirements will be determined at the appropriate level.

a. Minimum Hours

The table below shows the current minimum number of hours in quarter hours:

Degree	Current Minimum (Quarter Hours)
Associate's	96
Bachelor's	192
Master's	45
Doctorate	135
Minor	24 (recommended)
Certificate	24?

Faculty Senate has passed a resolution changing the minimum number of hours for Associate's and Bachelor's degrees. A copy of the resolution is included in Appendix D. EPSA and the Graduate Council will be jointly developing a proposal for the minimum number of hours in graduate programs to be presented to Faculty Senate for approval.

b. Maximum Hours

As current practice, departments/schools will have the flexibility to configure their requirements so that students may not be able to complete their degrees within the University minimum number of credits to graduate. Departments/schools should keep their programs within the equivalent of their current minimum unless the increase is needed to improve the program. Departments/schools should be aware that timely degree completion is a goal of the University System of Ohio and will factor into the state subsidy.

c. Non-Program Requirements

Hour specifications not related to programs will also need to be converted from quarter hours to semester hours. These would include things like class standing and limit on hours before selecting a major. In addition to this, time sensitive requirements, such as add and drop dates, should be reviewed and updated if required. A list of these requirements will be generated at a later time. The table below indicates which body will be responsible for reviewing and approving the requirement depending on the current location of the requirement:

Requirement Location	Review Body	Approval Body
Faculty Handbook	EPSA or PRC	Faculty Senate
Catalog	EPSA or UCC based on current practice	EPSA and UCC based on current practice
Policy and Procedure	As specified in policy.	As specified in policy.
Other requirements affected by Q2S	UCC	UCC

3. Weekly Class Schedule

In the transition from quarters to semesters, the University will lose its class scheduling protocols that have evolved over time. These include such things as knowing the traditional times that courses are offered so as to avoid conflicts and scheduling of courses in way that a common classroom is fully utilized during the week.

A class scheduling policy and procedure will need to be developed so these functions are reestablished as quickly as possible. In addition to this, the transformation from quarters to semesters provides the opportunity for the University to re-examine its practices in scheduling courses in order to provide students with more flexibility in scheduling their courses and to make a more efficient utilization of classroom resources.

Constraint 7 calls for a Uniform Weekly Schedule. Standard scheduling blocks are either MWF for 50 minutes with courses starting on the hour or TTH for 75 minutes with courses starting every 1.5 hours beginning at 8:00 a.m. The Faculty Senate resolution addressing this constraint is included in Appendix E. One example of an implementation of this resolution is shown in the Table 6 where the daytime hours are divided into the 15 scheduling blocks.

		Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	00	1	10	1	10	1
	15					
	30					
	45					
9:00 AM	00	2		2		2
	15					
	30					
	45					
10:00 AM	00	3	11	3	11	3
	15					
	30					
	45					
11:00 AM	00	4	12	4	12	4
	15					
	30					
	45					
12:00 PM	00	5		5		5
	15					
	30					
	45					
1:00 PM	00	6	13	6	13	6
	15					
	30					
	45					
2:00 PM	00	7	14	7	14	7
	15					
	30					
	45					
3:00 PM	00	8		8		8
	15					
	30					
	45					
4:00 PM	00	9	15	9	15	9
	15					
	30					
	45					

Table 6: Block Schedule Example

4. Course Hours

a. Norms

Conversion Principle 2 suggests that the Majority of Semester Courses must be 3 Hours. The Faculty Senate resolution addressing this principle is included in Appendix E.

b. Course Hour Policy

Semester credit hours should be assigned to courses using these Ohio Board of Regents Guidelines:

“For programs on a semester calendar basis, one academic credit is to be awarded for every 2,250 minutes of combined class (or lab) instructional time plus out-of-class time on task.”⁴

This requirement can be achieved through the following scenarios:

- 750 classroom minutes and 1,500 minutes of out-of-class time per credit hour awarded
- 1,500 classroom minutes and 750 minutes of out-of-class time per credit hour awarded
- 2,250 classroom minutes per credit hour awarded

Non-traditional offering of courses (On-line, education abroad, ...) are based on work/learning equivalent of traditional course as per UCC policy.

5. Course Numbering

Departments/schools can use the transition as an opportunity to develop a coherent scheme of course numbering. The course numbering guidelines consist of both requirements and recommendations. If departments/schools adhere to the recommendations, students and advisors will more easily understand the relationship between courses. A taskforce will develop these. A draft version of a course number policy is included in Appendix F.

6. General Education

No substantive changes will be made to the general education requirements in the transition from quarters to semesters. It will continue to consist of three Tiers and encompass the same percentage of the curriculum. The Faculty Senate resolution on General Education Requirements is included in Appendix G.

7. Academic Quality

Conversion Principle 5 expresses the goal that academic quality is maintained in the transition. The first objective is to maintain the academic quality of the general education courses, which will ensure that the university’s commitment to liberal education is not compromised. The second objective is to maintain the quality of the major courses, which will ensure that the university’s commitment to intensive, discipline-based education will not be compromised.

⁴ M E M O R A N D U M, To: State College Chief Instructional Officers; State University Provosts; State College and University Fiscal Officers, From: Richard L. Petrick, Vice Chancellor for Finance, Date: February 4, 2000, Re: Definition of Length of Academic Terms, URL:<http://regents.ohio.gov/hei/datasubdoc/memos/generalmemo.html>

8. Special Programs

It is important that special programs not associated with a department/school are not inadvertently harmed in the transition process. For each of the programs listed below a point-person will be identified. They will be responsible for 1) identifying potential problems that could be created by the transition, 2) working with the Q2S transition office to develop systematic means to evaluate the occurrence of these problems, 3) reviewing binders for the effect on their program if necessary. The UCC will mediate any unresolved problems.

Special Program
Education Abroad
Global Leadership Center
Intercollegiate Athletics
Interdisciplinary Programs
Learning Communities
Service Learning
Transfer Modules

9. Calendar

The Q2S transition team is in the process of developing a statement on the academic calendar for the Deans to consider. The current draft statement is included in Appendix H.

10. Special Topics Courses

A curriculum under the quarters allows a greater opportunity to offer courses on a specific narrow topic than will be available under semesters. To partially mitigate this loss of flexibility, each MCF prefix will be automatically assigned appropriate level special topics courses, based on the level of courses available within that prefix. The course numbers will be 4900, 5900, 6900, and 8900 and be titled 'Special Topics in *MCF Prefix Name*'. Each offering will have the same number and title but will be differentiated with a topics field available in the new SIS system. The number of hours will be variable.

C. Resources

One of the basic assumptions of the Q2S Transition is that the result of the transition will be resource neutral in the aggregate. This will include costs and revenues, faculty workload, and student throughput.

1. Cost-Revenue

Constraint 5 states that the result of the transition should be cost/revenue neutral. On the revenue side, assuming no changes in the tuition or subsidy directly related to the transition from quarters to semesters, the number of students and/or the number of credit hours that students take should remain constant. If there are changes to the tuition

structure or subsidy formula, these need to be analyzed to determine neutrality. On the costs side, departments/schools should work under the assumption that they will not have additional resources in the semester system. This constraint will be enforced at the college level.

2. Faculty Workload

Conversion Principle 3 has the goal that the conversion should be faculty workload neutral, consistent with the specific College's Workload Policy. The curricula proposed should be able to be delivered with the faculty associated with the department/school. This constraint will be enforced at the department/school level.

3. Student Numbers and Time to Completion

Conversion Principle 4 indicates that the conversion should be neutral with section staffing and seat availability. Within the other principles and constraints in the guidelines, the annual sections offered need to be sufficient to satisfy anticipated student demand so that student graduation is not delayed. This can be checked by looking at the number of sections offered and the enrollment per section. In addition to this, an important consideration will be ensuring the availability of trailer sections for course sequences, which might require scheduling sections in the summer. This constraint will be enforced at the Provost's level.

D. College Specific Policies

1. College Curricular Requirements

Colleges will need to transition their college curricular requirements to semesters. While the colleges will determine the new requirements, those aspects that affect other colleges will need to go through the standard cooperative procedures. In addition to this, the specifications of the new requirements must meet the appropriate deadlines – Fall 2012 catalog date.

2. Other College Requirements

A review of college-specific policies, such as academic dismissal and minimum grade requirements, will be undertaken. These will be analyzed for consistency and the effect on inter-college transfers. UCC will moderate a meeting on aligning policy.

IV. Appendix A: Data and Analysis

Details of this section will be developed at a later time when the guidelines are more complete.

A. Curriculum

- 1. Courses**
- 2. Programs**

B. Students

- 1. Program Goals and Maximum of Students**
- 2. Advising Plan**
- 3. Degree Completion (Critical Path) Analysis**
- 4. Capacity Analysis**

C. Resources

- 1. Instructional Staff**
- 2. Section Offerings**
- 3. Classroom Analysis**

V. Appendix B: Transition Team Report Section on Academic Advising Plans for Quarters to Semesters Transition

Full report available at: <http://www.ohio.edu/provost/upload/Q2S-Transition-Report-4-13-09.pdf>

Academic Advising Plans for Quarters to Semesters Transition

The Q2STT recognized the critical role that effective advising and communication will play in ensuring that students are fully informed about the effects of the transition on their academic experience and graduation plans. Other institutions invested in advising and communication so that students would not be disadvantaged, and Ohio University has decided to follow their lead. Colleges will be allocated supplemental, one-time only funds to cover the costs of the additional advising that will be necessary to meet the needs of transition students.

Each college will develop an advising plan. Since the approach that the colleges take to advising varies, it is expected that each advising plan will be different. The Quarters to Semesters Advising Taskforce, which begins its work in late March, will be responsible for developing the format for the advising and communication plans that the colleges will submit in academic year 2009-10. This taskforce will set standards for the advising plans and will make recommendations for establishing central advising structures and functions to support the Q2S transition. College advising and communication plans will include the following:

1. Description of how the college does advising
2. Budget for transitional advising needs
3. Description of how transitional advising will be done
4. Identification of strategies through which each college will communicate with its students

All advising and communication plans will ensure that advisors are familiar with the semester curricula and competent to advise students. In addition, the plans will ensure that all students will have the opportunity for an individual meeting with an advisor and be supplied with a document outlining the courses they should take to complete their degrees under the semester system. With the exception of cohort programs, which handle advising and communication needs differently, individual advising is preferred over group advising. It is also expected that some portion of the advising and communication funds will be dedicated to making improvements in academic advising that endure beyond the transition to semesters.

The University Academic Advising Council (UAAC) will assist the colleges and help to coordinate this initiative across the colleges. The UAAC will collaborate with the Faculty Commons and the colleges to deliver advisor training to faculty and staff members charged with executing the colleges' advising plans. The Allen Student Help Center will serve as a

central information point for all students seeking general advising related to the impact of the transition to semesters on their academic experience and graduation plans.

VI. Appendix C: Example Commitment to Students

The commitment from the University of Cincinnati reads as follows:

“University of Cincinnati commits to a partnership with students that promotes the successful transition from academic quarters to semesters. As with any partnership, expectations exist between the parties. Each UC student currently enrolled under the quarter-calendar system can expect that advising resources will be available to assist him or her in defining a specific path to degree completion that plans for the transition from quarter to semester classes and credit. This path will be determined by consultation with an appropriate advisor and will be recorded through the completion of a written Individual Advising Plan (IAP). The university, however, expects that each and every UC student will work with an advisor to create an IAP. Students who do not meet with a college or university official to create an IAP should not expect the university to honor the following pledge:

No Loss of Academic Progress. Students will not lose earned credit as a result of the semester conversion. The earned quarter hours will be converted to semester hours based on the following formula: Number of Quarter Credit Hours x .6667 = Number of Semester Credit Hours. Applicable credit hours will be counted toward fulfilling degree requirements. For students enrolled before Fall Semester 2011, old and new catalog requirements will be merged to ensure progress toward degree. Combinations will vary depending upon percentage of degree completion at the time of semester conversion. Students must meet with their academic advisors to determine their Individualized Advising Plan.

No Delay to Degree Completion. This pledge ensures that students who are on track to complete their degrees at the time of conversion and who maintain a consistent rate of credit accumulation after semester conversion will not experience an extension of the time-to-degree completion. The university cannot be held responsible, however, for personal choices such as decisions to change to part-time status, to “stop-out”, or to deviate from the agreed upon Individualized Advising Plan.

No Increased Costs for Degree Completion. Student tuition and fees under the semester system will not be greater than they would be under the quarter system for a two-semester academic year. The total full-time cost of two semesters equals the full-time cost of three quarters. In addition, the total tuition and fees cost over the length of the degree program (based on two semesters per academic year) will be the same for students following an approved IAP under the semester-calendar system as it would have been under the quarter-calendar system. Tuition and fee payment schedules will be aligned with the semester calendar. The university, however, may implement annual tuition increases as deemed necessary and authorized by the Board of Trustees.” <http://www.uc.edu/conversion/>

VII. Appendix D: Resolution Specifying the Minimum Number of Hours to Graduate after the Transition from Quarters to Semesters for Undergraduate Students

Final Version Passed April 13, 2009

Whereas in October 2008 the Ohio University Board of Trustees in response to the suggestion from the Ohio Chancellor approve transition of the University from quarters to semesters for 2012-2013 academic year.

Whereas the current general education requirements are expressed in part in terms of quarter hours and will no longer be applicable after the transition to semesters in Fall 2012.

Whereas, as pointed out by the Academic Calendar and System Committee, under a semester system with a majority of the course being 3 semester hours, a student would need to average more than five courses per semester in order to graduate in four years if the current minimum number of hours to graduate with a bachelor's degree (192 quarter hours) is simply multiplied by $2/3$ to determine new requirement (128 semester hours).

Whereas 120 semester hours in a four year bachelor's program could be satisfied by taking five 3-hour courses each semester.

Be it resolved that the minimum number of semester hours to graduate with a bachelor's degree be 120 semester hours from Fall 2012.

Be it resolved that the minimum number of semester hours to graduate with a associate's degree be 60 semester hours from Fall 2012.

Be it further resolved that the registrar develop and insert language into the appropriate catalogs that implements this resolution.

VIII. Appendix E: Resolution on the Number of Semester Hours per Course and Course Meeting Times for the Transition from Quarters to Semesters

Final Version, Passed April 13, 2009

Whereas, in October 2008 the Ohio University Board of Trustees, in response to the suggestion from the Ohio Chancellor, approved the transition of the University from quarters to semesters for 2012-2013 academic year; and

Whereas, most undergraduate courses at semester schools are 3 credit hours; and

Whereas, a standardized 3 hours of lecture per course would facilitate a uniform scheduling system and would allow for more efficient use of classroom space; and

Whereas, a normative course credit helps students (and their advisors) develop schedules involving a standard number of courses each term; therefore

Be it resolved that, as a norm, undergraduate lecture courses shall be 3 semester hours.

Be it further resolved that, as a norm, the three hours of lecture will be scheduled for one hour on Monday, Wednesday and Friday or one and one half hours on Tuesday and Thursday during prime course offering times on the Athens Campus.

Be it further resolved that the regional campuses will create a scheduling system addressing the credit hour obligations and the specific academic needs of their constituents.

Be it further resolved that exceptions to these norms will be allowed on the basis of pedagogical justification specific to a course or course sequence. Such justifications may include, but are not limited to, reference to disciplinary standards for such a course, or the ability for students to take subsequent courses in a timely fashion while maintaining curricular component neutrality in the transition.

Be it further resolved that the University Curriculum Council develop and enforce guidelines to implement this resolution.

IX. Appendix F: Draft Course Numbering Policy

a. Course Numbering Requirements

i. Number Format

Course numbers shall consist of four numbers and optionally one letter.

ii. Course Level

*** 0-999 Level Courses**

These courses are remedial, developmental or special requirement courses. Any credits given are not applicable toward a degree. This level of courses may also include designated developmental courses. No more than 5 semester hours earned in developmental courses may be applied toward the total hours required for graduation. Developmental courses shall be so publicized by curricular committees in the appropriate academic units.

*** 1000 Level Courses**

These courses are intended primarily for freshmen. Generally, such courses should have no college prerequisite (except sequential courses) and should be the first course of any particular discipline.

*** 2000 Level Courses**

These courses are intended primarily for sophomores. They may or may not have a prerequisite. The second course in a major sequence might properly be given a 2000 number.

*** 3000 Level Courses**

These are courses primarily for juniors and seniors. In disciplines where one course builds on knowledge acquired in a previous course, 3000 level courses have prerequisites. In other disciplines where specific course prerequisites are not necessary or appropriate, the courses should be taught with the assumption that the students have an educational background at least equivalent to a college junior.

*** 4000 Level Courses**

These courses should be primarily for juniors and seniors. They should be more advanced or more specialized than 3000 level courses and may have a 3000 level course as a prerequisite.

*** 5000 Level Courses**

These courses are primarily for master's level students. They may be double listed with 3000 or 4000 level courses.

*** 6000 Level Courses**

These courses are primarily for master's degree level and they may not be double listed with undergraduate courses. OCOM courses start at the 6000 level. 6950 is for thesis only.

* 7000 Level Courses

These courses are for advanced graduate students, most of whom are doctoral candidates. They may not be double listed with undergraduate courses.

* 8000 Level Courses

These courses are specialized courses such as seminars, research and dissertation for doctoral candidates. They may not be double listed. 8950 is for dissertations only.

iii. Multiple Listed Courses

1. Courses intended for advanced undergraduate students and masters level graduate students may be double listed at the 3000 - 5000 level.
2. Double listed 1000 - 5000 and 2000 - 5000 courses are permitted only under very special circumstances such as language courses and courses that provide basic research or laboratory skills.
3. In double listed undergraduate/graduate courses, there must be a qualitative and quantitative difference in work expected of the graduate students as compared with the undergraduate students (e.g., extra meetings, readings, writings, etc.). New course proposals must include this information.
4. An undergraduate course should not be double listed with another undergraduate course in the same department/school.
5. A graduate course should not be double listed with another graduate course in the same department/school.
6. Triple listings of courses no longer exist. All such courses have been deleted from the master curriculum file and new courses will not be permitted to be listed in this manner.

iv. Use of Letters

The following alphabetical suffixes have specific meanings and may not be used in course numbers:

- a) "H" - Departmental Honors Courses
- b) "J" - Junior Level Composition Courses
- c) "T" - Honors Tutorial Courses for the Honors Tutorial College (HTC) Programs
- d) The alphabetical suffixes "I" and "O" may not be used.

b. Course Numbering Suggestions

- 1) Course numbers 4901 - 4999, 5901 - 5999, 6901 - 6999, 7901 - 7999 and 8901 - 8999 should be used for independent study, internships, special problems, readings, special studies, seminars, theses, etc.
 - a) Undergraduate course numbers of the form *97*, *98*, and *99* with the suffix "T" are generally used for honors tutorial courses (e.g., 3970T).

- b) Courses with numbers of the form *69* are normally temporary experimental courses or development of new courses. They are approved at the college level to be offered for a maximum of two (2) years.
 - c) Courses with numbers 4900, 5900, 6900, and 8900 are reserved for special topics courses.
- 2) Letters should not be used for sequential courses.
 - 3) Courses of similar major subject area will have the same hundreds digit. Courses in the same sub area will have the same tens digit.
 - 4) Sequential courses at the same level (thousands) will go in order in the ones digit.
 - 5) Sequential courses at the higher level (thousands) have the same number as the sequence at the lower level.
 - 6) Courses should use the three digits of their alias courses as the three most significant digits of their four digit number.

X. Appendix G: Draft of Resolution of the Transition of General Education Requirements from Quarters to Semesters

Final Version Passed April 13, 2009

Whereas, in October 2008 the Ohio University Board of Trustees, in response to the suggestion from the Ohio Chancellor, approved the transition of the University from quarters to semesters for 2012-2013 academic year; and

Whereas, the current general education requirements are expressed, in part, in terms of quarter hours and will no longer be applicable after the transition to semesters in Fall 2012; and

Whereas, in 2006, EPSA conducted a review of the General Education Requirements based on administrative issues and the practice of our peer institutions. The result of this review was the revision of the General Education Requirements instituted in Fall 2008-2009; and

Whereas, in 2007, the General Education Outcomes Committee proposed a set of outcomes for general education and a taskforce is just beginning the process of assessing student performance on those outcomes; and

Whereas the quarters to semesters transition time line calls for departments/schools to begin the development of their new programs by Spring 2009; therefore

Be it resolved that there be no substantive changes in the general education requirements in the transition from quarters to semesters.

Be it further resolved that the general education requirements for all students seeking Bachelor degrees entering Fall 2012 and later will be:

One course approved as fulfilling the Tier I quantitative skills requirement (1M) or placement level PL3.

One approved first-year composition course (1E) and one approved advanced junior-level composition course (1J).

A total of 21 credit hours from the approved lists of courses in the following six distribution areas:

- Applied Science and Mathematics (2AS)
- Cross-Cultural Perspectives (2CP)
- Fine Arts (2FA)
- Humanities and Literature (2HL)
- Natural Sciences (2NS)
- Social Sciences (2SS)

No more than 8 of the 21 hours can be from courses from the same department/school. At least two credit hours must be taken in each of the six areas and no more than two of the required six areas may be satisfied with courses from the same department/school.

No more than two approved Tier II courses in the student's major department/school or area of concentration (for B.S.S. students) can be used toward partial fulfillment of the Tier II requirement.

Complete at least 3 hours in Tier III or Tier III-equivalent course(s). At least 2 of the 3 hours must be taken at senior rank (90 hours).

Be it further resolved that programs offering courses intended to fulfill general education requirements under semesters, develop those courses such that the proportion of student's programs devoted to general education requirements (in terms of courses and credit hour) is not significantly changed.

Be it further resolved that the University Curriculum Council develop and enforce guidelines to implement this resolution.

XI. Appendix H: Transition Team Report Section on Proposed Semester Calendar

Full report available at: <http://www.ohio.edu/provost/upload/Q2S-Transition-Report-4-13-09.pdf>

Proposed Semester Calendar

The Q2STT spent the latter part of fall quarter and the first half of winter quarter on the critical task of devising a semester calendar. The semester calendars of other colleges and universities were studied, and the advantages and disadvantages of various models were considered. The Office of the University Registrar was very helpful in supplying the models that informed the discussions. The Q2STT finally reached consensus on a model that was presented to the university for comment (Appendix G). Faculty Senate, regional campuses, Student Senate, Graduate Student Senate, Classified Senate, and Administrative Senate all sought comment from their constituents on the proposed model.

Faculty expressed support for the proposed model and made specific suggestions (Appendix H). First among those suggestions was to have the longest possible summer break to permit maximum time for research and creative activity. Second was to consult with local school districts to create a common calendar to prevent problems with incompatible vacation schedules and with childcare. Third was to make sure that the calendar accommodates local teachers' interest in taking graduate and professional development courses in the summer. The fourth suggestion was to take into account the needs of specific programs such as those within Education Abroad, Environmental and Plant Biology, the College of Business, and the Department of Geography when choosing the calendar. Undergraduate students (Appendix I) and graduate students (Appendix J) who responded to surveys also expressed support for the proposed calendar, but both groups preferred, for different reasons, a four week semester break over a three week semester break.

After discussing the feedback from the campus community, the Q2STT addressed the question of how to construct a summer calendar that would be academically sound and responsive to the feedback. Many different options were considered, and examples from other schools influenced the discussions. The possible advantages of a "Maymester," which is typically a term that begins immediately after the end of spring semester and runs for three or four weeks, received much attention early in the deliberations because it is a common practice at many schools. Once the registrar and representatives from Finance and Administration pointed to the need to have one week off after spring semester to process grades and other important academic administrative tasks, and at least one week between the end of summer sessions and the beginning of fall to refresh residence halls and handle related maintenance tasks, the disadvantages of the "Maymester" became apparent and the idea began to lose support. In its place a consensus developed that adopting a simple summer calendar that preserved the current option of flexibly scheduled classes would be a better choice.