

# Q2S Transition Student and Program Draft Guidelines

Version 003

1/24/2011

## Summary

The purpose of this document is to provide the framework, policies and procedures that will be used for constructing the degree completion plans for the students who will have taken courses in quarters and will graduate under the semester calendar.

The intended audience for this document is advisors and staff who will be working closely with students to complete the Transition Degree Completion Plans (TDCP).

- These guidelines are created following the principles within the commitment to students that no student will be disadvantaged by the transition: ***no student shall experience a delay to his or her anticipated degree completion or incur increased costs for degree completion as a result of the transition.***
- The desired outcome of the transition degree completion plan is to literally translate the students' program from the quarter-based requirements to the semester-based equivalent.
- Programs will have the option of developing programs that combine features of the current quarter-based programs with the new semester-based programs to create hybrid programs that students will have the option to switch to.
- The Transition Degree Completion Plan (TDCP) will be the official agreement between the student and the university of the requirements for the student to complete his/her degree following the transition to semesters.
- Departments will work with the Q2S Office to develop TDCPs.
- DARS will continue to be used as an advising tool. Semester programs will appear on DARS by spring 2012.
- Beginning in 2012, all coursework will be referred to in semester references.
- Departments can choose to develop transition courses to help students meeting partially filled course sequences.
- Course transition tables, showing the quarter to semester equivalencies, will be generated beginning in winter quarter 2011 as programs are approved. The Q2S Office will work with departments to generate and provide these tables.

These draft guidelines benefit from extensive review and comment by the various university constituent groups. Comments should be received by Feb. 7, 2011.

### **To submit comments, include the following info:**

1. What is your comment? To what section/page does it pertain?
2. Do you think the section/page should be revised? If so, why do you think this section/page needs to be considered for change?
3. How do you think the section on which you are commenting should be revised to address your comment?
4. Your name and contact information, in case we need clarification.

**Submit comments via e-mail to [g2s@ohio.edu](mailto:g2s@ohio.edu) or via online form at \_\_\_\_\_**

## Table of Contents

<b>I. Basic Principles</b> .....	<b>4</b>
<b>A. Students</b> .....	<b>4</b>
<b>B. Review and Approval</b> .....	<b>5</b>
<b>C. Glossary</b> .....	<b>7</b>
<b>II. Academic</b> .....	<b>9</b>
<b>A. Catalog of Record</b> .....	<b>9</b>
1. General Policy .....	9
2. Exceptions to program requirements .....	10
a. Later Catalog .....	10
b. Hybrid Programs .....	10
c. Transfer Students .....	10
d. Part-Time Students .....	11
e. Earlier Catalog .....	11
f. Earlier Catalog .....	11
<b>B. Program Requirements</b> .....	<b>11</b>
1. Overview: .....	11
2. Credit units .....	12
3. Transcripts .....	12
4. Course Transition Tables .....	12
5. Transition Programs .....	14
a. DARS Programs .....	14
b. Hybrid Transition Programs .....	14
c. Holistic Change Programs .....	15
d. Discontinued Programs .....	15
e. Non-DARS Programs .....	15
f. Transition Program Review and Approval .....	16
g. Prerequisites and Requirements .....	16
6. Program Conversion to Semesters .....	16
a. Specific courses in transition tables. ....	16
b. Non-specific course requirements – Courses .....	17
c. Course Count Requirements .....	18
d. Course Credit Requirements .....	18
e. Non-Course Requirements .....	18
7. University Requirements .....	18
a. Total Hours: .....	18
b. General Education .....	19
c. Residency .....	22
<b>C. Transition Courses</b> .....	<b>22</b>
1. 3-to-2 Sequences .....	23
2. Two-to-One Composites .....	23
3. Transition Course Process .....	24
<b>D. Advising</b> .....	<b>24</b>
1. Advising Plans .....	24
2. Transition Degree Completion Plan (TDCP) .....	25
3. DARS Hotline .....	25

4.	Advising Timeline .....	25
<b>E.</b>	<b>Registrar/Enrollment Management.....</b>	<b>26</b>
1.	Admission.....	26
2.	Transfer Credit .....	26
3.	Requisites.....	26
4.	Repeating/Retaking Courses .....	27
a.	GPA .....	27
b.	Duplicate credits.....	27
c.	C or better requirements.....	27
5.	Course Offerings .....	27
a.	Mock Schedule.....	27
b.	Summer School Offerings .....	28
<b>III.</b>	<b>Non-academic.....</b>	<b>28</b>
A.	Housing Exceptions.....	28
<b>IV.</b>	<b>Student Appeal Process .....</b>	<b>28</b>
A.	Curricular .....	28
B.	Financial.....	28
<b>V.</b>	<b>Appendices .....</b>	<b>30</b>
A.	Appendix A: Sample Quarters to Semesters Transition Table - GEOL.....	31
B.	Appendix B: Sample Semesters to Quarters Transition Table – GEOL.....	37
C.	Appendix C: DARS Conversion Process .....	41
D.	Appendix E: Draft Transition Degree Completion Plan .....	44
E.	Appendix F: Q2S Delay of Graduation Form .....	46
F.	Appendix G: Q2S Cost Form.....	48

The purpose of this document is to provide the framework, policies and procedures that will be used for constructing the degree completion plans for the current students who will graduate under the semester calendar.

The intended audience for this document is advisors and staff who will be working closely with students to complete the Transition Degree Completion Plans (TDCP).

## **I. Basic Principles**

### **A. Students**

One of the primary tenets in the quarters to semesters transition is that students must not be disadvantaged in the transition. This has been articulated in the undergraduate catalog:

***Quarters to Semesters Transition: A Commitment to Students***

*For 206 years, Ohio University has found ways to inspire learning, encourage discovery, and challenge students to*

*discover their potential. As Ohio University prepares to move from quarters to semesters in 2012, it is important to affirm our commitment to the academic success of our students and to pledge that students will receive excellent advising and timely information during this transition. Ohio University's two-fold promise is as follows:*

***An Ohio University transition student will not experience a delay to his or her anticipated degree completion.*** Ohio University is committed to working with enrolled students on the quarter calendar to ensure that they all can meet their graduation dates. Transition students will be fully informed of how to continue their academic progress and complete their degrees through the use of intensive advising and technology designed for this purpose.

*Students making acceptable progress toward a degree who*

- *maintain a full-time course load,*
- *earn passing grades and meet minimum grade requirements in courses,*
- *meet with their advisors<sup>1</sup> and follow advising directives, and*
- *satisfy graduation degree requirements specified in the catalog*

*should be able to graduate without delay regardless of the academic calendar transition.*

***An Ohio University transition student will not incur increased costs for degree completion as a result of the transition.*** The cost to attend Ohio University for an entire academic year will not be affected by the move to a new academic calendar. Tuition and fees as well as financial aid and scholarships will be divided between two semesters versus three quarters in an academic year. Ohio University will continue to offer a monthly payment plan that will allow students and their families to budget wisely and distribute education expenses over the course of an academic year.

## **B. Review and Approval**

These Q2S Transition Student and Program Guidelines extend beyond curricular matters and will benefit from extensive review by the various university

---

<sup>1</sup> Students should meet with their advisors on a regular basis – at least each quarter.

constituent groups. The table below shows constituent groups and the bodies from which comments will be solicited.

<b>Constituent Group</b>	<b>Body</b>
Mixed	Deans Office of Regional Higher Education Center for International Studies Voinovich School of Leadership and Public Affairs Assistant Deans Council University Curriculum Council University Academic Advising Council
Faculty	Faculty Senate Chairs and Directors Q2S Coordinators
Administration	Student Affairs Finance and Administration Administrative Senate Communications and Marketing Legal Affairs Athletics Information Technology
Students	Student Senate Graduate Student Senate Regional Higher Education Student Councils
Classified Staff	Classified Senate

A draft version of the guidelines will be released in January 2011. Comments from non-senate groups should be received by February 7, 2011. Any approval

from senate groups should be accomplished by February 28, 2011. Approval of these guidelines will be made by UCC, which will then forward recommendations to the Executive Vice President and Provost.

### **C. Glossary**

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

**Alias course:** A quarter course that is similar in its 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. In general, a binder is created for each academic department/school.

**Client department/school:** A department/school that uses 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. This includes traditional academic departments and schools as well as colleges and other units that offer programs or courses.

**Degree Audit Reporting System (DARS):** DARS analyzes degree requirements for a major/minor/certificate according to the catalog year in which the student entered the program. DARS reports are the results of the analysis.

**DARS exception:** Modification of an individual student's DARS to accommodate a non-standard fulfillment of a degree requirement.

**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, e.g., PSY 1010 or COMS 1030.

**Master Curriculum File (MCF) Prefix:** Code that is used to identify a course subject matter within a certain discipline, e.g. FR, MGT, ITS, etc.

**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, the Math department will complete an NOI for the calculus sequence used by the engineering programs.

**Quarters to Semesters (Q2S):** The overarching project that encompasses all of the processes, policies, etc., that are necessary for the University to move from a quarter-based calendar system to a semester-based calendar system.

**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, e.g., Psychology or Communication Studies.

**Program:** Set of courses and other requirements needed for successful completion by students in order to graduate or earn the credential. It could be a degree program, track within a degree program, minor or certificate.

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

**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.

**Transfer Assurance Guidelines (TAGS):** TAGS apply across all public institutions of higher education and are "groups of foundational courses that represent a commonly accepted pathway to majors within the Bachelor's degree." The goal of TAGS is "to allow students to transfer, in a simple and direct manner, a core of courses that will count toward the major program." (Ohio Board of Regents)

**Transition:** The transformation of Ohio University from a school with a quarter-calendar and curricula to one that has a semester-calendar and curricula.

**Transition courses:** Temporary courses that academic units may offer so that students can complete a program requirement by enrolling in part of a semester course. Designed primarily for 3-course sequences where the student may have completed a portion of a sequence and needs to move forward in the sequence by completing a transition course.

**Transition Degree Completion Plan (TDCP):** Individualized plan for how transition students will complete their degree requirements. **Transition program:** 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 student:** A student who enrolled on the quarter system and who will continue her or his studies and graduate on the semester system.

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

**University Curriculum Council (UCC):** The penultimate recommending body in curricular matters. Its recommendations go through the Provost to the President for final approval.

**UCC Digitization and Automation Project/OCEAN (OHIO Curriculum Enhancement and Approval Network):** This system was originally proposed to facilitate the UCC course and program approval process. Q2S functionality was included to eliminate the paper process for curriculum approval. The system was designed to collect, store, organize, analyze (to the extent possible), and present the information required for Q2S.

## II. Academic

### A. Catalog of Record

#### 1. General Policy

The current catalog of record policy from the undergraduate catalog states:

*The catalog in effect for the quarter in which you first complete coursework at Ohio University becomes your University and Major Program Catalog of Entry. This catalog defines the University-wide and college-level academic requirements you must complete and academic policies you must follow for the next five years.*

*After five years from your initial registration, your college may choose to update either or both catalogs as they pertain to requirements for graduation. Offices responsible for enforcing other University policies, such as graduation with honor, for example, may apply the current University-wide policies to existing students after five years.*

*Either major or non-major requirement changes made necessary by altered or discontinued courses or by requirements imposed by external accrediting or certification agencies will be resolved on an individual basis by the dean of your college. Whenever possible, new requirements will be implemented with a beginning class or upon the expiration of the appropriate time limit.*

*Transfer students are governed by the same regulations.*

In anticipation of the transition from quarters to semesters, the following section was added:

*In Fall 2012, Ohio University will transition from a quarter to a semester academic calendar. This transition will necessitate changes in the academic requirements for students who do not graduate before this time. Ohio University has made a commitment to work with students so that the transition does not delay graduation or cause increased costs for degree completion.*

*Students making acceptable progress toward a degree who*

- maintain a full-time course load,*
- earn passing grades and meet minimum grade requirements in courses,*
- meet with their advisers and follow advising directives, and*
- satisfy graduation degree requirements specified in the catalog*

*should be able to graduate without delay.*

To remain consistent with the catalog, the guiding policy will be that **students will graduate by fulfilling the requirements of their catalog of entry to the extent possible**, given that the quarter courses used to describe their requirements will no longer be offered after Summer 2012. Guidelines on how this will be done are outlined in the following.

## 2. Exceptions to program requirements

There are circumstances where exceptions will be made to the guiding policy of students fulfilling the requirements of the catalog of entry to the extent possible.

### Later Catalog

As consistent with current policy, students will have the option of switching to the most recent catalog (semesters) in its entirety. Although students will not have the option of picking and choosing requirements from both the quarter and semester programs, the quarter courses that they have taken will be translated to the semester courses in a standard fashion. This will be done through the standard quarter-to-semester course transition tables identified below.

### Hybrid Programs

Departments/schools will have the option of creating a hybrid program that consists of components from the current quarter program and the new semester program. In creating such programs they can use quarter-to-semester course substitutions that do not follow the transition tables. These substitutions must be incorporated into their semester program and apply to all students. Hybrid programs will need to be approved by the appropriate college dean's office. Only in the rarest of circumstances should a department/school perform a non-standard quarter-to-semester course substitution for a student on a semester program using DARS exception processing. These exceptions must be approved by the dean's office.

### Transfer Students

As per current policy, transfer students will be treated the same as first year students in regard to their catalog of entry. The following three exceptions will be made for students who are transferring to Ohio University under an official University Outreach Completion Program or any other official articulation agreement.

1. Students will be bound by the transition policies negotiated with the partner school prior to Ohio University's transition.
2. A student transferring TAG, OTM or CTAG coursework from an Ohio institution has the following option:

If a course from the sending institution is equated to a semester course that is different than that given in the quarter to semester course transition tables, the student may opt to take the semester course represented in the table.
3. Application of past credits for students in the Online Bachelor Degree Completion and RN-to-BSN programs will be agreed on ahead of time.

### Part-Time Students

Students who are not able to complete their degrees within five years of their initial registration, due to part-time status or stopping out, might not be able to fulfill the requirements of their catalogs of entry in the same manner as students who complete their degrees in a traditional time frame. In these cases, the students and their advisors will develop a plan that will fulfill the spirit of their requirements with a commitment to flexibility that will benefit the student.

### Earlier Catalog

It will be recommended that students that begin in summer 2012 will have the AY 2012-2013 catalog (semesters) as their catalog of entry instead of the catalog in effect for AY 2011-12 (quarters).

### Earlier Catalog

Students beginning in fall 2012 under semesters will not be allowed to switch to a quarter program from an earlier catalog.

## **B. Program Requirements**

### 1. Overview:

Beginning with advising for Fall 2012, the standard expression of degree requirements will be in terms of semester hours and courses. Quarter-based DARS reports and other materials can be generated on an individual basis, but quarter-based DARS reports will no longer be supported by the registrar's office and exceptions to the quarter-based DARS will no longer be processed. For the student who has only a few requirements to fulfill for graduation, a quarter-based DARS can be produced, but the fulfillment of the requirements with semester courses will need to be determined and recorded manually.

## 2. Credit units

Starting Fall 2012, all program requirements and fulfillment of those requirements will be expressed in semester credit hours. Quarter-based credits that students earn toward fulfilling a requirement will be multiplied by 2/3 and expressed to two decimal points. The conversion of the quarter-based credit requirements is described later in the document.

## 3. Transcripts

Student transcripts will show the exact record of courses taken at Ohio University. This means that the courses taken under quarters will be shown with quarter credits and the courses taken under semesters will show semester credits. After the student's last term of enrollment under quarters, the student's accumulative statistics for his/her record to that point in time will display. There also will be a converted accumulative statistics line that reflects the semester equivalent totals (the GPA will remain unchanged). The semester record will appear following the converted statistics line and a final statistics line will display, combining the converted semester statistics and any subsequently earned statistics.

## 4. Course Transition Tables

The Q2S office will be responsible for developing the draft course transition tables using the procedure described below. These tables will be circulated to the home department/school for the course, based on its MCF prefix. Upon approval of the department/school and the college dean's office, the tables will be used for program conversion and given to the registrar. The registrar will use these tables in PeopleSoft for encoding prerequisites and in DARS for conversion of quarter-based courses to their semester equivalents for the purpose of fulfilling program requirements.

An example of the quarter-to-semester course transition table is shown in Appendix A for the quarter courses with the GEOL prefix. The table includes all active courses as of December 2010. The first two columns show the course number and name; the third column shows the semester course equivalent for the quarter course. In the case that multiple quarter courses are required to fulfill a requirement expressed as a particular semester course, the additional course(s) are shown in the fourth column. For example, a student needs to have credit in both GEOL 205 and 405 to fulfill a requirement expressed as GEOL 3050. By default, a student having credit for only one of the quarter courses would fulfill the generic semester GEOL XXXX requirement at the same level. The last column lists the reason for the course assignment.

A table listing the quarter course equivalent for each semester course (semester-to-quarter course transition table) also will be developed. An example, for GEOL courses, is shown in Appendix B. The first two columns show the semester course and name; the third and fourth columns show the quarter course(s) that are equivalent to the semester course. The last column lists the reason for the course assignment.

The course transition tables will be built in the following fashion:

- On one-to-one expedited courses the quarter and semester courses will be equated.
- Three-to-two expedited courses coming from NOIs will be treated the same as the composites three-to-two described below.

The graduate version of a dual-listed semester course on an expedited form will be equated with the graduate version of the quarter course (changing the 3XX or 4XX to 5XX) if it is available. If not, it will be assigned initially to \*XXX and included in the department/school review for a more accurate equivalent, if necessary.

- Semester (new) courses that were created based on the alias course will be equated with the alias course. The credit hours of the course will be checked and if they deviate by more than 50% the course will be assigned initially to \*XXX and included in the department/school review for a more accurate equivalent, if necessary.
- For each semester course form, there was a text box provided for the contact person to enter information about the relationship of the semester course and quarter course or courses. If there is text in the box of the semester (new) course, it will be examined for a corresponding quarter course (or courses). These will be added to the table and checked by the department/school. Alias courses will take precedence over text.
- Composite courses will be equated based on the number of quarter courses used on the form. For a three-to-two transition of sequential courses, the first and second quarter courses will be equated to the first semester course. The second and third quarter courses will be equated to the second semester courses. Students taking only the first course will not have their work equated to a specific semester course. A student may combine the quarter course with a transition course, as described below, to earn the semester course credit. For a two-to-one composite course form, the semester course will equate to the two individual quarter courses. The individual quarter course will not equate to a specific semester course.

- Quarter courses for which there is a defined quarter equivalent, such as in the case of an MCF prefix change, will have an identical entry in the table as their quarter equivalent course. Equivalencies will extend back five years.
- Quarter courses that have not been offered in the last four years (Fall 2006-07 or later) will be equated to generic semester course credit at the appropriate level if they have not already been equated. The remaining quarter courses will be assigned initially to \*XXX and included in the department/school review for a more accurate equivalent, if necessary.

Transition table will begin to be issued during winter 2011 for courses from departments/schools with approved binders.

## 5. Transition Programs

A transition program is a program for transition students that is written in terms of semester requirements but takes into account catalog of record of the transition student that is expressed in quarter-based requirements. Each active program and inactive programs that have enrolled students will need a literal transition program. The literal transition program (LTP) is the expression of the transition student's catalog of entry program to the extent possible.

### DARS Programs

For the continuing programs that have current DARS, a semester-based DARS will be developed that express the program requirements of transition students. Beginning in Winter of 2011, the Q2S office will review approved semester programs and compare them to the 2010-2011 quarter programs. The Q2S office will use the procedures outlined in Appendix C to generate semester-based DARS of the literal transition programs. The transition programs will use the same major code but be saved as the program for the 2011-12 catalog year. DARS will be ready for advising during Spring 2012. As with current DARS, the semester-based DARS should be considered advising documents.

### Hybrid Transition Programs

In addition to the LTP, departments/schools have the option of offering transition students a hybrid transition program. A hybrid transition program (HTP) provides an alternative to the LTP as a means of completing their degree requirements.

A hybrid program should meet the following guidelines:

1. A hybrid program is intended to give students some of the advantages of the semester program developed for the Q2S transition.
2. The program content of a hybrid program should be from the semester program or the semester version of the quarter program.
3. The total requirements of the hybrid program must not be less than 15% of the requirements of either the quarters or semesters programs as measured by credit hours.
4. Hybrid programs must meet the official hybrid requirements of university and college requirements (i.e., all A&S hybrid programs must have the same implementation of the College of Arts and Sciences requirements).

The Q2S Office will work with departments/schools to develop a DARS for an HTP upon request.

#### Holistic Change Programs

For programs that indicated they have undergone a holistic change or for which the above procedure is not able to yield a coherent program, a literal transition program will be created from a direct conversion of the quarter programs to its semester equivalent.

#### Discontinued Programs

For DARS programs that currently have students enrolled, and that will not be continued under semesters, two options will be pursued. For those with a merged program indicated, the continuing program semester program will be used as a basis for generating an LTP. For those that do not have a merged program, an LTP will be created using a semester conversion. Discontinued programs will not have hybrid transition plans; students who want to complete such programs should change their major to a continuing program and use its hybrid program.

#### Non-DARS Programs

The department/school will be responsible for developing and articulating the literal transition program for non-DARS programs. (All non-DARS programs are at the graduate level.) The LTP should follow the procedures outlined here. The dean's office will be responsible for developing a procedure for collecting and checking the LTP for their departments/schools. This information should be shared with the Q2S office. The same procedure will be followed for the hybrid transition programs for non-DARS programs.

## Transition Program Review and Approval

The Literal Transition Programs will be given to department/schools and the college dean's office for review, both of which should analyze whether the LTP prepared by the Q2S office accurately reflects expression of the 2010-2011 catalog to the extent possible. This is not a judgment of the quality of the program. Feedback given to the Q2S office will be incorporated into the LTP, if appropriate. Departments/schools will also determine if additional LTPs need to be developed for earlier catalogs due to changes in the program. UCC Programs Committee will be the final authority on literal transition programs. They exception to this is if a curricular decision carries resource obligations. In this case, the department/school may appeal the decision to the provost.

The draft Hybrid Transition Programs also will be given to the departments/schools, where it is anticipated that a large part of the formation of the programs will occur. The HTPs must be approved by the college dean's office. The final HTPs will be reviewed by the Q2S office for compliance with guidelines. The UCC Programs Committee will have final authority on hybrid transition programs.

### g. Prerequisites and Requirements

Programs will not disadvantage students through requirements hidden in the prerequisite structure.

## 6. Program Conversion to Semesters

The following procedures will be use for expressing quarter-based requirements in terms of semesters.

### a. Specific courses in transition tables.

Requirements listed as specific courses in the quarter programs will be converted to semester courses using the course transition tables. For courses with one-to-one relationships, there will be direct substitutions. For courses with a three-to-two relationship, there will be a direct substitution of the three quarter courses with the two semester courses. For quarter courses that are involved with a

### Two-to-One, One Required Example

#### Transition Table

Semester Course	QCourse1	QCourse2
GEOL 4050	GEOL205	GEOL405

#### Quarter Program Requirement

Take the following:  
GEOL205

#### Semester Program Requirement

Take the following:  
GEOL 4050

Since it is part of a two-to-one conversion, the standard conversion for GEOL205 is GEOL 2XXX which would not satisfy the semester program requirement. Therefore, the transition program must have a modification to:

#### Literal Transition Program Requirement

Take one of the following:  
GEOL 4050 or GEOL205

two-or-more-to-one, the semester course will be replaced with the two (or more) courses. In the cases where both quarter courses are required, the expression of the requirement in semesters will be straightforward. In the case that only one of the quarter courses is required, a modification to the semester requirement will be needed so as to not disadvantage the student.

Required quarter courses for which there is no semester course equivalent will be replaced with unspecified semester course credit with the same MCF prefix. Departments/schools will have the option of substituting a specific semester course if the following conditions are met:

- There is an advantage to the student to take the specific semester course rather than a non-specific course.
- The specific semester course is of the same level and generally taken in the same time in the program as the quarter course.
- It will not disadvantage the student in terms of time to graduation and cost.

Elective quarter courses for which there is no semester course equivalent will not be replaced with unspecified semester course credit. In this case, the department/school will have the option of adding a non-equivalent semester course to the list of electives.

b. Non-specific course requirements – Courses

Non-specific course requirements, such as “above ENG 2XX,” will be converted by leaving the MCF prefix the same and multiplying the level by 10 (2XX becomes 2XXX). Courses whose quarter and semester equivalents have different levels will be applied to requirements in a fashion that gives the benefit to the students.

Quarter Credits Required	Quarter Credits Earned												
	0	1	2	3	4	5	6	7	8	9	10	11	12
3	2	1	0	0	0	0	0	0	0	0	0	0	0
4	2	2	1	0	0	0	0	0	0	0	0	0	0
5	3	2	2	1	0	0	0	0	0	0	0	0	0
6	4	3	2	2	1	0	0	0	0	0	0	0	0
7	4	4	3	2	2	1	0	0	0	0	0	0	0
8	5	4	4	3	2	2	1	0	0	0	0	0	0
9	6	5	4	4	3	2	2	1	0	0	0	0	0

c. Course Count Requirements

Requirements expressed in the number of courses will stay the same.

<b>10</b>	6	6	5	4	4	3	2	2	1	0	0	0	0
<b>11</b>	7	6	6	5	4	4	3	2	2	1	0	0	0
<b>12</b>	8	7	6	6	5	4	4	3	2	2	1	0	0
<b>10</b>	6	6	5	4	4	3	2	2	1	0	0	0	0
<b>11</b>	7	6	6	5	4	4	3	2	2	1	0	0	0
<b>12</b>	8	7	6	6	5	4	4	3	2	2	1	0	0

d. Course Credit Requirements

For requirements expressed in terms of quarter credit hours, the credit hours required will be rounded to benefit the student. The table below shows how this will work by expressing the number of semester credit hours the student still needs to fulfill a requirement. The rows correspond to how many credits are in the requirement and the columns correspond to how many credits the student earned toward the requirement under quarters. The remaining semester credits required can be found for situations not on the table by taking the difference between the quarter credit requirement and the quarter credits earned, multiplying by 2/3 and rounding down to the nearest whole number.

e. Non-Course Requirements

Non-course requirements, such as GPAs, internships, education abroad experiences, will remain the same.

**Course Credit Requirement Example**

Program requirement example:  
Take 8 hours of ENG 2XX or above.

A student has had ENG 225 (4 credits) for 4 credits total. This corresponds to the row labeled 8 and the 4 column so he/she will need to take 2 semester credits of ENG 2XXX or above. credits. [Periods?]

7. University Requirements

a. Total Hours:

Program Type	Quarter Program Minimum Hours Required (with semester hour equivalents- SH)		Semester Program Minimum Hours Required
	QH	SH	
Associate's Degree	96	64	60
Bachelor's Degree	192	128	120

The table to the right shows the minimum number of hours required under quarters (with semester equivalent hours) and semesters for each program type. Since the equivalent minimums are the same for master's and doctoral programs, all transition plans will have the same minimums for these program types.

Master's Degree	45	30	30
Doctoral Degree	120	90	90
Minor	24	16	15
Undergraduate Certificate	24	16	15
Graduate Certificate	20	13.33	14

For the Associate and Bachelor's degree, minor and certificate programs, a rule needs to be developed that is fair, consistent, and is in keeping with the principle that students should have the opportunity to graduate with the programs of their catalog of entry to the extent possible. The Q2S Steering Committee will recommend to EPSA and Faculty Senate that, after Summer 2012, the minimum hours become the semester program minimums for all students. Students still need to meet program requirements. So, an associate's degree student could graduate with 90 quarter hours provided all other degree requirements are met and a bachelor's degree student could graduate with 180 provided all other degree requirements are met. Advantages of this approach are that it is simple, it gives the benefit to student, and it keeps the tradition of allowing students to switch to new programs.

b. General Education

The table below shows the quarter and semester bachelor's degree general education requirements.

- 1M, IE, 1J are identical and thus will be the same on transition plans.
- Tier 2 areas and the maximum number of courses from the department also stays the same.
- Tier 2 credit hour requirements for minimum hours in each area (3QH/2SH) and maximum applicable hours from one department (12QH/8SH) are exact conversions and also will have no change for transition plans. The 32 QH total converts to 21.33 SH, which will be rounded to 21 SH. This will have no effect on students.
- Tier 3 semester requirement represents an increase in credit hour requirements (3SH from 4QH=2.67SH), therefore, the minimum requirement for both total hours (2.67 SH) and credits at senior rank (1.33 SH) will not be rounded so students who have already completed the requirement under quarters will fulfill the requirements in the transition plans. Students who have not fulfilled either of the requirements under quarters, will need to meet

the new requirement unless they can find a ½ credit Tier 3 course to take at the senior level.

<b>Tier</b>	<b>Quarters</b>	<b>Semesters</b>	<b>Transition</b>
1M	One course approved as fulfilling the Tier I quantitative skills requirement (1M) or placement level PL3.	One course approved as fulfilling the Tier I quantitative skills requirement (1M) or placement level PL3.	One course approved as fulfilling the Tier I quantitative skills requirement (1M) or placement level PL3.
1E	One approved first-year composition course (1E)	One approved first-year composition course (1E)	One approved first-year composition course (1E)
1J	One approved advanced junior-level composition course (1J).	One approved advanced junior-level composition course (1J).	One approved advanced junior-level composition course (1J).
T2 Total	<p>A total of 32 credit hours from the approved list of courses.</p> <p>No more than 12 of the 32 hours can be from courses from the same department/school.</p> <p>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.</p>	<p>A total of 21 credit hours from the approved lists of courses.</p> <p>No more than 8 of the 21 hours can be from courses from the same department/school.</p> <p>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.</p>	<p>A total of 21 credit hours from the approved lists of courses.</p> <p>No more than 8 of the 21 hours can be from courses from the same department/school.</p> <p>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.</p>
T2 Area	At least three 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.	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.	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.
T3	Complete at least 4	Complete at least 3	Complete at least 2.67

hours in Tier III or Tier III–equivalent course(s). At least 2 of the 4 hours must be taken at senior rank (135 hours).	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).	hours in Tier III or Tier III–equivalent course(s). At least 1.33 of the 2.67 hours must be taken at senior rank (90 hours).
---	--	--

Note that quarter courses taken whose semester equivalent course has had its general education designation removed or changed will still apply toward meeting the general education requirement. However, taking the semester course equivalent would not apply.

For bachelor’s degree students whose catalog of record is prior to Fall 2008 the different general education requirements are shown below.

<b>Tier</b>	<b>Quarters</b>	<b>Transition</b>
T2 Total	<p>A total of 30 credit hours from an approved list of courses.</p> <p>No more than 12 of the 30 hours with courses from the same department/school.</p> <p>No more than one Tier II course 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.</p>	<p>A total of 20 credit hours from the approved lists of courses.</p> <p>No more than 8 of the 20 hours can be from courses from the same department/school.</p> <p>No more than one Tier II course 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.</p>
T2 Area	<p>At least four credit hours must be taken in four of the five areas and may satisfy no more than two of the required four areas may be satisfied with courses from the same department/school.</p>	<p>At least three credit hours must be taken in each of the six areas and no more than two of the required four areas may be satisfied with courses from the same department/school.</p>
T3	<p>Complete one Tier III interdisciplinary course after attaining senior rank (135 hours)</p>	<p>Complete one Tier III interdisciplinary course after attaining senior rank (90 hours)</p>

### c. Residency

The residency requirements have yet to be determined under semesters. The table below shows the requirement under quarters and its semester equivalent. The semester equivalents for the graduate programs have been recommended by the Graduate Council.

Program Type	Quarter Requirement	Semester Equivalent Requirement
Associate	30 quarter credits and 50% of major coursework.	20 semester credits and 50% of major coursework.
Bachelor's	48 quarter credits and 50% of major coursework.	32 semester credits and 50% of major coursework.
Master's	A maximum of 12 quarter credits may be transferred.	A maximum of 8 semester credits may be transferred.
Doctoral	At least three academic quarters in full-time status.	At least two academic semesters in fulltime status.

If the residency requirements for the undergraduate degree are the semester equivalents, no accommodations are needed for transition students. If the requirements are different, the requirement for transition students should be determined in the same way as the minimum graduation credits for the student. Doctoral students will be held to a minimum of three quarters, two quarters and one semester, or two semesters unless they can demonstrate that they are disadvantaged.

### **C. Transition Courses**

Students will be advised to complete course sequences 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 offered.

As a rule, these courses will not be offered as separate offerings. Instead, the student will attend a portion of the new semester course at the appropriate time in order to achieve the course outcomes that they would have in the quarter course.

Transition courses will be available for a maximum of two years. Departments/schools may choose to offer them for a shorter length of time.

## 1. 3-to-2 Sequences

The most common type of transition course will be for a three-quarter sequence that is converted to a two-semester sequence. The table below shows the use of transition courses for the sophomore electrical engineering circuits sequence. The sequence is currently three courses of four quarter-hours each: EE 210, 211, and 212. It will be two courses of four semester-hours each: EE 2104 and 2114. Two transition courses will be created. The first one will be for students who have had only one quarter of the sequence and will share the four-digit number of the first course in the semester sequence with a Q suffix 2104Q. Thus, these will also be referred to as Q courses. A student taking EE 2104Q would start participating in the existing EE 2104 section around the tenth week of the semester. It will be worth 1/3 of the credit assigned to the semester course rounded to the nearest 0.5 credit. In this case it would be 1.5 semester credits. The second Q course will be for students who have the first two quarter courses. This will share the same number as the second semester course and also have a Q suffix – 2114Q. Students would generally start attending the second semester course in the fifth week of the semester. They would receive 2/3 of the course credit or 2.5 credits in this case.

Completed under Quarters	Take under Semesters
None*	EE 2104 and 2114
EE 210	EE 2104Q and 2114
EE 210 and 211	EE 2114Q
EE 210, 211, and 212*	None

**Table 1: Example of Transition Course Use**

\*Highly preferred options

## 2. Two-to-One Composites

In the case that there are two quarter courses that are being combined roughly equally into a single semester course, departments/schools can request the creation of a transition course for either or both of the quarter courses. In this case, both of the transition courses will have the same four-digit number as the semester course. The one that corresponds to the first quarter course (numerically) will have a Y suffix and the second one will have a Z suffix. Creation of these Y-Z courses should be limited to the case where the semester course is a prerequisite to additional courses and students who have not achieved outcomes from both of the quarter courses would be severely disadvantaged. The Y-Z courses will have one-half of the credits of the semester course. In the case of a two-to-one composite course, where the majority of the content comes from one course, transition courses will not be created. Instead, departments should require the majority quarter course or the semester course. For former students, accommodations should be made for the student to pick up

required prerequisite outcomes in another fashion. In extraordinary circumstances, the material could be covered in a special topics course.

### 3. Transition Course Process

The Q2S office will generate a list of potential transition courses for each MCF prefix based on 3-to-2 NOIs that were converted to expedited course forms and composite course forms that follow a 3-to-2 pattern. This list will be given to departments/schools and they will indicate which transition courses should be created. They also will indicate the exact weeks of the semester when students enrolled in the transition course should participate in the semester course. Departments/schools may make additions to the list of transition courses; the list must be approved by the college dean. Y-Z courses will be requested through the dean's office.

Transition courses will have the same status as experimental courses, requiring a dean's approval, and will expire before Fall 2014-2015. Transition courses will have the same course description, grade code, components, etc., as their base course.

## **D. Advising**

### 1. Advising Plans

Each college and regional campus will develop an advising plan that includes a description of how it will communicate with its students about the transition to semesters. It is expected that the advising plans will be different because colleges and regional campuses approach advising in various ways. The University Academic Advising Council (UAAC), the Assistant Deans Council, and the University Curriculum Council will be consulted about requirements of these plans; but, at a minimum, all plans should include the following:

1. Description of how the college or regional campus does academic advising.
2. Description of how transitional advising will be done.
3. Identification of the means by which each college and regional campus will communicate with its students about the transition to semesters.
4. Identification of contact information for faculty and staff in each college and regional campus whose focus will be transition advising.
5. Budget for transitional advising needs outlining how allocated funds will be spent.

A draft format for the plan is included in Appendix D.

## 2. Transition Degree Completion Plan (TDCP)

All plans will ensure that every student will have the opportunity for an individual meeting with an advisor and be supplied with a Transition Degree Completion Plan (TDCP) document specifying the courses that must be taken to satisfy degree requirements under the semester system. With the exception of cohort programs, which manage advising and communication needs differently, individual advising is preferred over group advising.

Once a TDCP has been signed by the student and advisor, the advisor/designee will forward the TDCP to the college student services office for review. Once approved by the assistant dean/designee, the TDCP will be scanned into OnBase and made available online to the student, advisor, and others with approved access (i.e., department chair/school director, advising coordinator, etc.). PeopleSoft will provide the tracking of students who have not completed the TDCP process. The TDCP will be considered an official expression of the student's program requirement. It is expected that a TDCP is completed for each major the student is pursuing. A draft version of the TDCP is included in Appendix E. The Q2S will be developing additional resources for helping colleges in developing and processing TDCPs between now and AY 2012-2013.

Each college will determine its process for having students complete their TDCPs. They will also determine their process for ensuring that a TDCP is completed for each student. While it is strongly discouraged, colleges may allow student to sign a waiver in lieu of a TDCP. In this case, the waiver must be uniform across the university and will be tracked using the same process as TDCPs.

## 3. DARS Hotline

Questions about DARS or potential problems with how the requirements are tracked in DARS should be reported to the assistant dean of the college. The assistant dean will determine if there is a problem and communicate accordingly to the Registrar's Office. The Registrar's Office will acknowledge the reported problem within a working day and will resolve the issue as quickly as possible. The assistant dean/designee will be the primary point of contact for DARS questions.

## 4. Advising Timeline

Departments/schools are expected to create Transition Degree Completion Plan (TDCP) for each of their students. Advisors may begin meeting with students in Fall 2011 to start planning for the completion of the student's degree. It is expected that most of the transition advising will be done in Winter or Spring of 2012.

The transition DARS are expected to be available in the spring of 2012 for the Fall 2012 advising period for priority registration.

Funds have been allocated to colleges to help with this process and each college can determine the advising procedures that best suit its individual needs.

### **E. Registrar/Enrollment Management**

#### **1. Admission**

The following policies have been created to ensure Q2S transition transparency for prospective and admitted transfer students. Course-based admissions requirements to programs will be converted using the transition tables. Non-course based requirements will remain the same as the student's catalog of entry.

#### **2. Transfer Credit**

1. As per current entry term policy, transfer students will be treated the same as native students.
2. A student's transfer credit evaluation and DARS are only valid if the student matriculates to the academic term for which the evaluation and DARS were created. If a student's initial evaluation was conducted for a quarter term and the student did not matriculate, a new evaluation must be conducted prior to matriculating to a semester term.
3. Ohio University will continue to guarantee the transferability of Ohio Board of Regents designated TAG, OTM and CTAG coursework from other Ohio institutions. Each Academic College / Academic Department will be asked to work closely with Undergraduate Admissions to ensure that these equivalencies are properly adjusted against the new semester catalog. Additionally, a re-articulation of other rules which are not designated with a specific equivalency attribute (TAG, OTM, CTAG) against the semester catalog will take place in a joint effort between Undergraduate Admissions and each Academic College / Academic Department.
4. Undergraduate Admission will make accessible the new external course catalogs from the 17 institutions who are migrating from quarters to semesters as they become available. This will aid in the articulation of semester to semester rules for these institutions new courses.

#### **3. Requisites**

Requisites will continue to be checked and enforced. In the case of an expedited (one-to-one) quarter course to semester course equivalency, the requisites will recognize if the student completed the course. There may need to be permissions slips used with sequenced courses or other requirements such as hours (e.g., 20 hours in ANTH). Every effort will be made to preserve the integrity

of the approved requisites, while not disadvantaging students who have completed the quarter equivalent of a requisite.

#### 4. Repeating/Retaking Courses

##### a. GPA

The grade students earn in a semester course with a one-to-one relationship on the transition table will replace the grade they earned in the quarter course. They will lose the credit of the quarter course and it will be replaced by the semester credit. This will be true even if it is a lower value.

For semester courses with a two-or-more –to-one relationship, schools may designate one quarter course as the equivalent to the semester course for grade replacement.

##### b. Duplicate credits

The same equivalencies described above will be used for enforcement of no-credit-if rules during the transition. If a course description indicates “no credit if...” and the student completed the course under quarters and then takes the course for which duplicate credit is not permitted under semesters, it will be deducted. For example, if a student cannot earn credit for X after taking Y, if the student took the quarter version of Y and then completes X, the student will not earn credit for X.

##### c. C or better requirements

Students who are prevented from taking a course, or meeting a graduation or admission requirement, due to a grade of less than C in a course that does not have a replacement semester course, must be accommodated by a waiver or substitution of the prerequisite or requirement.

#### 5. Course Offerings

##### a. Mock Schedule

A mock schedule will be created during Spring 2011 for the Fall 2012. The schedule will contain course sections, times, classrooms, and instructors. Over the course of the summer, the schedule will be analyzed and refined in regards to classroom usage, course conflict, faculty workload, etc. After this, work will proceed on extending the mock schedule for additional semesters.

#### b. Summer School Offerings

During spring 2011, departments/schools should determine summer course offerings that could help students who wish to graduate before the transition or transition students who need to complete sequences or key courses. They should work with their colleges to make a plan for courses to be offered in Summer 2011 and 2012.

### **III. Non-academic**

#### **A. Housing Exceptions**

Currently students with less than 90 quarter credits must reside in University Housing. If this is converted to 60 semester credits, transition students will be held to the 60 semester credits or equivalent standard.

### **IV. Student Appeal Process**

#### **A. Curricular**

Each College has established an appeal process for curricular matters related to the transition. Students should follow this process. If, after this process, a student still thinks that he/she has been delayed in graduation due to the transition to semesters, he/she should complete a Q2S Delay in Graduation Form (see Appendix F) and submit it to the Q2S office through the Allen Student Help Center. Help Center staff will be trained to help students complete the form and also to do some troubleshooting to determine if the appeal is necessary and advise the student accordingly. The Provost will review the case and make a final determination.

#### **B. Financial**

If a student thinks their costs have been increased due to the transition to semesters, they should complete a Q2S Costs Form (see Appendix G) and submit it to the Q2S office through the Allen Student Help Center. Help Center staff will be trained to help students complete the form and also to do some troubleshooting to determine if the appeal is necessary and advise the student accordingly. If the increased cost is due to an academic judgment that has financial implications, such as requiring a student to take an overload one semester, the completed form will be routed as follows:

- Advisor
- Department Chair/School Director
- Assistant Dean/Dean
- Provost

If it is purely a financial matter, it will be handled by the Q2S office working with the Bursar.

## V. Appendices

**A. Appendix A: Sample Quarters to Semesters Transition Table -  
GEOL**

Quarter Course	Quarter Course Name	Semester Course(s)	Additional Quarter Course(s)	Source
GEOL101	INTRO TO GEOL	GEOL 1010		Expedited
GEOL120	THE MOBILE EARTH	GEOL 1200		Expedited
GEOL130	GEOL NATL PARKS	GEOL 1300		Expedited
GEOL135	NATURAL DISASTERS	GEOL 1350		Expedited
GEOL170	METAL,STONE,ENERGY,& SOC	GEOL 1700		Expedited
GEOL202	INTRO GEOL LAB	GEOL 2020		Expedited
GEOL205	STATIST METH IN GEOL	GEOL 3050	GEOL405	Composite
GEOL208	GEOLOGY OF SOLAR SYSTEM	GEOL 2080		Expedited
GEOL211	INTRO OCEANOGRAPHY	GEOL 2110		Expedited
GEOL215	ENVIRONMENT GEOL	GEOL 2150		Expedited
GEOL221	EARTH & LIFE HIST	GEOL 2210		Expedited
GEOL231	WATER & POLLUTION	GEOL 2310		Expedited
GEOL255	HISTORICAL GEOLOGY	GEOL 2550		Expedited
GEOL270	WORLD MINERAL RES	GEOL 2XXX		Dormant Course
GEOL271	EXTREME ANCIENT CLIMATES	GEOL 2710		Semester Alias
GEOL283	GEOLOGY FOR ENGRS	GEOL 2830		Expedited
GEOL291E	MINERAL RESOURCES	GEOL 2XXX		Dormant Course
GEOL291F	FOSSILS & EVOLUTION	GEOL 2XXX		Dormant Course
GEOL312	EARTH MATERIAL/RESOURCES	GEOL 3120		Expedited
GEOL315	MINERALOGY	GEOL 3150		Expedited
GEOL320	PETROLOGY	GEOL 3201	GEOL420	Composite

GEOL330	PRIN GEOMORPHOLOGY	GEOL 3300		Expedited
GEOL341	PALEONTOLOGY	GEOL 3400		Expedited
GEOL350	STRATIGRAPHY-SEDMIN	GEOL 3500		Expedited
GEOL360	STRUCTURAL GEOLOGY	GEOL 3600		Expedited
GEOL402	INTERNATIONAL FIELD GEOL	GEOL 4XXX		Dormant Course
GEOL403A	SOLID EARTH GEOPHYSICS	GEOL 4XXX		Dormant Course
GEOL405	MOD COMP METHODS GEOL	GEOL 3050	GEOL205	Composite
GEOL408	PLANETARY GEOLOGY	GEOL 4080		Expedited
GEOL409	GEOLOGY OF MARS	GEOL 4090		Expedited
GEOL420	PETROGRAPHY	GEOL 3201	GEOL320	Composite
GEOL426	PRIN GEOCHEMISTRY	GEOL 4260		Expedited
GEOL427	WATER GEOCHEMISTRY	GEOL 4270		Expedited
GEOL428	PHYSICAL GEOCHEMISTRY	GEOL 4280		Expedited
GEOL429	CONTAMINANT GEOCHEM	GEOL 4290		Expedited
GEOL432	ORIG & CLASS SOILS	GEOL 4320		Expedited
GEOL433	GLACIAL GEOLOGY	GEOL 4XXX		Dormant Course
GEOL434	INTR:REMOTE SENS	GEOL 4XXX		Dormant Course
GEOL435	QUATERNARY GEOLOGY	GEOL 4XXX		Dormant Course
GEOL439	FLUVIAL GEOMORPHOLOGY	GEOL 4390		Expedited
GEOL443	ADV INVERTEB PALEON	GEOL 4430		Expedited
GEOL444	ICHTHOLOGY	GEOL 4440		Expedited
GEOL446	EARTH SYST EVOL	GEOL 4460		Expedited
GEOL448	PALEOECOLOGY	GEOL 4480		Expedited
GEOL451	DIAGENESIS	GEOL 4510		Expedited
GEOL452	DEPOSITIONAL ENVIRON	GEOL 4520		Expedited
GEOL453	PHYSICAL LIMNOLOGY	GEOL 4530		Expedited
GEOL454	CARBONATE DEPO SYSTEMS	GEOL 4540		Expedited

GEOL454A	CARBONATE DEPO SYSTEMS II	GEOL 4541		Expedited
GEOL456	PALEOPEDOLOGY	GEOL 4560		Expedited
GEOL457	PETROLEUM GEOLOGY	GEOL 4570		Expedited
GEOL458	FLUVIAL SEDIMENTOLOGY	GEOL 4580		Expedited
GEOL464	REGIONAL TECTONICS	GEOL 4640		Expedited
GEOL466	GEODYNA:EARTH INTER	GEOL 4660		Expedited
GEOL467	TECTONOPHYSICS	GEOL 4670		Expedited
GEOL471	ADV ENV GEOLOGY	GEOL 4710		Expedited
GEOL473	FORENSIC GEOSCIENCE	GEOL 4730		Expedited
GEOL475A	FIELD GEOLOGY I	GEOL 4910	GEOL475B	Composite
GEOL475B	FIELD GEOLOGY II	GEOL 4910	GEOL475A	Composite
GEOL476	SUBSURFACE METHODS	GEOL 4760		Expedited
GEOL480	PRINS OF HYDROGEOLOGY	GEOL 4800		Expedited
GEOL481	GROUNDWATER FLOW MODELING	GEOL 4811	GEOL482	Composite
GEOL482	TRANS PROC IN GRNDWTR	GEOL 4811	GEOL481	Composite
GEOL483	FIELD HYDROLOGY	GEOL 4830		Expedited
GEOL485	INTRO-APPLIED GEOPHYSICS	GEOL 4850		Expedited
GEOL486	SEISMOLOGY	GEOL 4860		Expedited
GEOL488	PALEOMAGNETISM	GEOL 4XXX		Dormant Course
GEOL489	ADV TOPICS/HYDROGEOLOGY	GEOL 4890		Expedited
GEOL490	SEMINAR	GEOL 4902		Expedited
GEOL491	GEOLOGIC STUDIES	GEOL 4901		Expedited
GEOL492	INTERNSHIP	GEOL 3910		Expedited
GEOL495	SENIOR THESIS	GEOL 4940		Expedited
GEOL501	ADV PHYS GEOLOGY	GEOL 5XXX		Dormant Course
GEOL502	INTERNATIONAL FIELD GEOL	GEOL 5XXX		Dormant Course
GEOL503A	SOLID EARTH GEOPHYSICS	GEOL 5XXX		Dormant

				Course
GEOL505	MOD COMP METHODS GEOL	GEOL 5050		Composite
GEOL508	PLANETARY GEOLOGY	GEOL 5080		Expedited
GEOL509	GEOLOGY OF MARS	GEOL 5090		Expedited
GEOL510	ROCKS & MINERALS	GEOL 5XXX		Unassigned
GEOL511	MINERAL DEPOSITS	GEOL 5XXX		Expedited
GEOL512	EARTH MATERIAL/RESOURCES	GEOL 5120		Unassigned
GEOL520	PETROGRAPHY	GEOL 5201		Composite
GEOL526	PRIN GEOCHEMISTRY	GEOL 5260		Expedited
GEOL527	WATER GEOCHEMISTRY	GEOL 5270		Expedited
GEOL528	PHYSICAL GEOCHEMISTRY	GEOL 5280		Expedited
GEOL529	CONTAMINANT GEOCHEM	GEOL 5290		Expedited
GEOL530	PRIN GEOMORPHOLOGY	GEOL 5300		Expedited
GEOL532	ORIG & CLASS SOILS	GEOL 5320		Expedited
GEOL533	GLACIAL GEOLOGY	GEOL 5XXX		Dormant Course
GEOL534	INTR:REMOTE SENG	GEOL 5XXX		Dormant Course
GEOL535	QUATERNARY GEOLOGY	GEOL 5XXX		Dormant Course
GEOL539	FLUVIAL GEOMORPHOLOGY	GEOL 5390		Expedited
GEOL541	PALEONTOLOGY	GEOL 5400		Expedited
GEOL543	ADV INVERT PALEO	GEOL 5430		Expedited
GEOL544	ICHTHOLOGY	GEOL 5440		Expedited
GEOL546	EARTH SYST EVOL	GEOL 5460		Expedited
GEOL548	PALEOECOLOGY	GEOL 5480		Expedited
GEOL550	STRATIGRAPHY-SEDMIN	GEOL 5500		Expedited
GEOL551	DIAGENESIS	GEOL 5510		Expedited
GEOL552	DEPOSITIONAL ENVIRON	GEOL 5520		Expedited
GEOL553	PHYSICAL LIMNOLOGY	GEOL 5530		Expedited
GEOL554	CARBONATE DEPO SYSTEMS	GEOL 5540		Expedited

GEOL554A	CARBONATE FIELD COURSE	GEOL 5541		Expedited
GEOL555	LIMNOGEOLOGY	GEOL 5550		Expedited
GEOL556	PALEOPEDOLOGY	GEOL 5560		Expedited
GEOL557	PETROLEUM GEOLOGY	GEOL 5570		Expedited
GEOL558	FLUVIAL SEDIMENTOLOGY	GEOL 5580		Expedited
GEOL560	STRUCTURAL GEOLOGY	GEOL 5600		Expedited
GEOL564	REGIONAL TECTONICS	GEOL 5640		Expedited
GEOL566	GEODYNA:EARTH INTER	GEOL 5660		Expedited
GEOL567	TECTONOPHYSICS	GEOL 5670		Expedited
GEOL571	ADV ENV GEOLOGY	GEOL 5710		Expedited
GEOL573	FORENSIC GEOSCIENCE	GEOL 5730		Expedited
GEOL575A	FIELD GEOLOGY I	GEOL 5910	GEOL575B	Composite
GEOL575B	FIELD GEOLOGY II	GEOL 5910	GEOL575A	Composite
GEOL576	SUBSURFACE METHODS	GEOL 5760		Expedited
GEOL580	PRINS OF HYDROGEOLOGY	GEOL 5800		Expedited
GEOL581	GROUNDWATER FLOW MODELING	GEOL 5811	GEOL582	Composite
GEOL582	TRANS PROC IN GRNDWTR	GEOL 5811	GEOL581	Composite
GEOL583	FIELD HYDROLOGY	GEOL 5830		Expedited
GEOL585	INTRO-APPLIED GEOPHYSICS	GEOL 5850		Expedited
GEOL586	SEISMOLOGY	GEOL 5860		Expedited
GEOL588	PALEOMAGNETISM	GEOL 5XXX		Dormant Course
GEOL589	ADV TOPICS/HYDROGEOLOGY	GEOL 5890		Expedited
GEOL621	ADV META PETROGRAPHY	GEOL 6XXX		Dormant Course
GEOL653	SEQUENCE STRATIGRAPHY	GEOL 6530		Expedited
GEOL661	ADV STRUCTURAL GEOL	GEOL 6XXX		Dormant Course
GEOL665	H-CARBON BASIN TECT	GEOL 6650		Expedited
GEOL690	ADV SEM IN GEOLOGY	GEOL 6902		Expedited

GEOL691	GEOLOGIC STUDIES	GEOL 6901		Expedited
GEOL692	GEOLOGY COLLOQUIUM	GEOL 6920		Expedited
GEOL693	RESEARCH IN GEOLOGY	GEOL 6940		Expedited
GEOL694	TEACH METHODS IN GEOL SCI	GEOL 6944		Expedited
GEOL695	THESIS	GEOL 6950		Expedited

**B. Appendix B: Sample Semesters to Quarters Transition Table –  
GEOL**

S Course	COURSE_LONG_NAME	Q Course1	QCourse2	Reason
GEOL 1010	Introduction to Geology	GEOL101		Expedited
GEOL 1200	The Mobile Earth	GEOL120		Expedited
GEOL 1300	Geology of the National Parks	GEOL130		Expedited
GEOL 1350	Natural Disasters	GEOL135		Expedited
GEOL 1700	Metal, Stone, Energy, and Society	GEOL170		Expedited
GEOL 2020	Introductory Geology Lab	GEOL202		Expedited
GEOL 2080	Geology of the Solar System	GEOL208		Expedited
GEOL 2110	Introductory Oceanography	GEOL211		Expedited
GEOL 2150	Environmental Geology	GEOL215		Expedited
GEOL 2210	Earth and Life History	GEOL221		Expedited
GEOL 2310	Water and Pollution	GEOL231		Expedited
GEOL 2550	Historical Geology	GEOL255		Expedited
GEOL 2710	Extreme Ancient Climates	GEOL271		Semester Alias
GEOL 2830	Geology for Engineers	GEOL283		Expedited
GEOL 3050	Statistical Methods in Geology	GEOL205	GEOL405	Composite
GEOL 3092	Geowriting	GEOL3XX		Semester
GEOL 3120	Earth Materials and Resources	GEOL312		Expedited
GEOL 3150	Mineralogy	GEOL315		Expedited
GEOL 3201	Igneous & Metamorphic Petrology	GEOL320	GEOL420	Composite
GEOL 3300	Principles of Geomorphology	GEOL330		Expedited
GEOL 3400	Principles of Paleontology	GEOL341		Expedited
GEOL 3500	Stratigraphy-Sedimentology	GEOL350		Expedited
GEOL 3600	Structural Geology	GEOL360		Expedited
GEOL 3910	Internship	GEOL492		Expedited
GEOL 4080	Planetary Geology	GEOL408		Expedited
GEOL 4090	Geology of Mars	GEOL409		Expedited
GEOL 4260	Principles of Geochemistry	GEOL426		Expedited
GEOL 4270	Water Geochemistry	GEOL427		Expedited

GEOL 4280	Physical Geochemistry	GEOL428		Expedited
GEOL 4290	Contaminant Geochemistry	GEOL429		Expedited
GEOL 4320	Origin and Classification of Soils	GEOL432		Expedited
GEOL 4390	Fluvial Geomorphology	GEOL439		Expedited
GEOL 4430	Paleobiogeography	GEOL443		Expedited
GEOL 4440	Ichnology	GEOL444		Expedited
GEOL 4460	Earth Systems Evolution	GEOL446		Expedited
GEOL 4480	Paleocology	GEOL448		Expedited
GEOL 4510	Diagenesis	GEOL451		Expedited
GEOL 4520	Depositional Environments	GEOL452		Expedited
GEOL 4530	Physical Limnology	GEOL453		Expedited
GEOL 4540	Carbonate Depositional Systems I	GEOL454		Expedited
GEOL 4541	Carbonate Depositional Systems II	GEOL454A		Expedited
GEOL 4560	Paleopedology	GEOL456		Expedited
GEOL 4570	Petroleum Geology	GEOL457		Expedited
GEOL 4580	Fluvial Sedimentology	GEOL458		Expedited
GEOL 4640	Regional Tectonics	GEOL464		Expedited
GEOL 4660	Geodynamics: The Earth's Interior	GEOL466		Expedited
GEOL 4670	Tectonophysics	GEOL467		Expedited
GEOL 4710	Advanced Environmental Geology	GEOL471		Expedited
GEOL 4730	Forensic Geoscience	GEOL473		Expedited
GEOL 4760	Subsurface Methods	GEOL476		Expedited
GEOL 4800	Principles of Hydrogeology	GEOL480		Expedited
GEOL 4811	Advanced Hydrogeology	GEOL481	GEOL482	Composite
GEOL 4830	Field Hydrology	GEOL483		Expedited
GEOL 4850	Introduction to Applied Geophysics	GEOL485		Expedited
GEOL 4860	Applied Seismology	GEOL486		Expedited
GEOL 4890	Advanced Topics in Hydrogeology	GEOL489		Expedited
GEOL 4901	Geologic Studies	GEOL490		Expedited
GEOL 4902	Seminar in Geology	GEOL491		Expedited

GEOL 4910	Field Geology	GEOL475A	GEOL475B	Composite
GEOL 4940	Senior Thesis	GEOL495		Expedited
GEOL 5050	Statistical Methods in Geology	GEOL505		Composite
GEOL 5080	Planetary Geology	GEOL508		Expedited
GEOL 5090	Geology of Mars	GEOL509		Expedited
GEOL 5120	Earth Materials and Resources	GEOL512		Expedited
GEOL 5150	Mineralogy	GEOG5XX		Expedited
GEOL 5201	Igneous & Metamorphic Petrology	GEOL520		Composite
GEOL 5260	Principles of Geochemistry	GEOL526		Expedited
GEOL 5270	Water Geochemistry	GEOL527		Expedited
GEOL 5280	Physical Geochemistry	GEOL528		Expedited
GEOL 5290	Contaminant Geochemistry	GEOL529		Expedited
GEOL 5300	Principles of Geomorphology	GEOL530		Expedited
GEOL 5320	Origin and Classification of Soils	GEOL532		Expedited
GEOL 5390	Fluvial Geomorphology	GEOL539		Expedited
GEOL 5400	Principles of Paleontology	GEOL541		Expedited
GEOL 5430	Paleobiogeography	GEOL543		Expedited
GEOL 5440	Ichnology	GEOL544		Expedited
GEOL 5460	Earth Systems Evolution	GEOL546		Expedited
GEOL 5480	Paleocology	GEOL548		Expedited
GEOL 5500	Stratigraphy-Sedimentology	GEOL550		Expedited
GEOL 5510	Diagenesis	GEOL551		Expedited
GEOL 5520	Depositional Environments	GEOL552		Expedited
GEOL 5530	Physical Limnology	GEOL553		Expedited
GEOL 5540	Carbonate Depositional Systems I	GEOL554		Expedited
GEOL 5541	Carbonate Depositional Systems II	GEOL554A		Expedited
GEOL 5550	Limnogeology	GEOL555		Expedited
GEOL 5560	Paleopedology	GEOL556		Expedited
GEOL 5570	Petroleum Geology	GEOL557		Expedited
GEOL 5580	Fluvial Sedimentology	GEOL558		Expedited
GEOL 5600	Structural Geology	GEOL560		Expedited

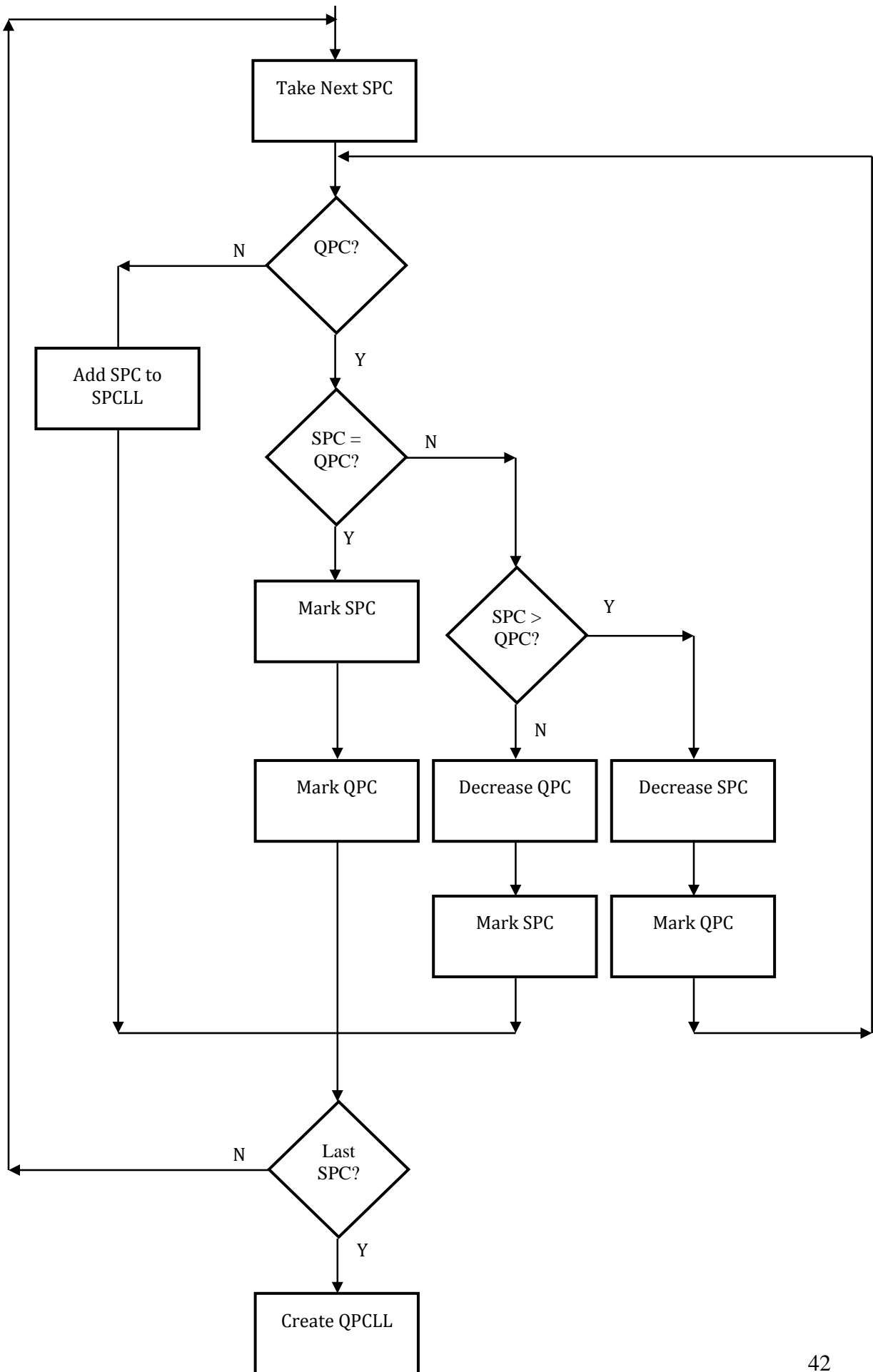
GEOL 5640	Regional Tectonics	GEOL564		Expedited
GEOL 5660	Geodynamics: The Earth's Interior	GEOL566		Expedited
GEOL 5670	Tectonophysics	GEOL567		Expedited
GEOL 5710	Advanced Environmental Geology	GEOL571		Expedited
GEOL 5730	Forensic Geoscience	GEOL573		Expedited
GEOL 5760	Subsurface Methods	GEOL576		Expedited
GEOL 5800	Principles of Hydrogeology	GEOL580		Expedited
GEOL 5811	Advanced Hydrogeology	GEOL581	GEOL582	Composite
GEOL 5830	Field Hydrology	GEOL583		Expedited
GEOL 5850	Introduction to Applied Geophysics	GEOL585		Expedited
GEOL 5860	Applied Seismology	GEOL586		Expedited
GEOL 5890	Advanced Topics in Hydrogeology	GEOL589		Expedited
GEOL 5910	Field Geology	GEOL575A	GEOL575B	Composite
GEOL 6530	Sequence Stratigraphy	GEOL653		Expedited
GEOL 6650	Basin Tectonics and Hydrocarbon Exploration	GEOL665		Expedited
GEOL 6901	Geologic Studies	GEOL690		Expedited
GEOL 6902	Advanced Seminar in Geology	GEOL691		Expedited
GEOL 6920	Colloquium in Geology	GEOL692		Expedited
GEOL 6940	Research in Geology	GEOL693		Expedited
GEOL 6944	Teaching Methods in Geology	GEOL694		Expedited
GEOL 6950	Thesis	GEOL695		Expedited

### **C. Appendix C: DARS Conversion Process**

The flowchart below shows the procedure for converting the semester program DARS to the literal transition program DARS. Starting with the semester program (SP), the semester program components (SPC) will be taken one at a time. The quarter program (QP) will be searched for quarter program components (QPC) that contain or are contained in the SPC. If the SPC is equivalent to the QPC using the conversion principles described below, then no modifications will be made to the SPC for the transition program. If the SPC is more extensive than the QPC, additional QPCs will be searched for comparison with the SPC. This search will be continued until the SPC is accounted for in QPCs or no compatible QPC can be found. At that point the remainder of the SPC will be truncated and the excess will be noted in SP differences sheet. When a QPC is completely accounted for with an SPC (or SPCs), it will be marked off. If the SPC is less extensive than the QPC, the portion of the QPC contained in the SPC will be marked off.

When this process is completed, the result will be a provisional semester transition program and two lists: the list of QP components or portion of components that are not accounted for in the SP, and the list of SP components or portions of components that are not included in the QP.

To create the literal transition program (LTP), the remaining QPC will be expressed in semester course equivalents and semester hours and added to the provisional semester transition plan either by increasing the requirements of existing SPCs or adding SPCs. If the QP requirement cannot be expressed in terms of semesters, it must be modified in the direction that makes it less restrictive in order to not disadvantage the students.



**College Q2S Transition Advising Plan**

- 1. Please indicate the faculty or staff who will be coordinating the Q2S transition advising plan for your college and include contact information.**
  
- 2. Who will be conducting the transitional advising for students in your college?**
  
- 3. How will the monies allocated to your college for transitional advising be used (budget)?**
  
- 4. Briefly describe the process in place for students to complete the Transition Degree Completion Plan.**
  
- 5. Describe the appeal process for students in your College.**

**College**

**Signature/Date**

---

**D. Appendix E: Draft Transition Degree Completion Plan**  
**Transition Degree Completion Plan**

Student Name: \_\_\_\_\_

PID: \_\_\_\_\_

Major Code:

Major Name:

Advisor Name:

FALL 2011-12 QTR	WINTER 2011-12 QTR	SPRING 2011-12 QTR	SUMMER 2011-12 QTR

FALL 2012-13	SPRING 2012-13	SUMMER 2012-13
FALL 2013-14	SPRING 2013-14	SUMMER 2013-14
FALL 2014-15	SPRING 2014-15	SUMMER 2014-15
FALL 2015-16	SPRING 2015-16	SUMMER 2015-16

I understand that I must successfully complete the courses listed above during the designated terms, with the necessary grades, in order to graduate at the stated timeframe and that failure to do so may result in a change in the date of my degree completion.

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Advisor Signature/Date

College Representative Name:

College Representative Signature/Date:

**E. Appendix F: Q2S Delay of Graduation Form**

Q2S Delay of Graduation Form

On the table below, show the course schedule of quarter courses that you have taken/will take in AY 11-12. Then, in the three columns below, show the courses you would have taken from Fall 2012-13 until graduation, had we stayed on quarters. Beside that show the semester schedule as articulated in your Transition Degree Completion Plan (TDCP). In the third column, show a schedule that would fulfill your quarter program degree requirements to the extent possible under semester, yet allow you to graduate at the same time you would have under semesters[quarters?].

Term	Course No	Credits
Fall 11-12		
Winter 11-12		
Spring 11-12		
Summer 11-12		

Term	Quarters	Semesters TDCP	Semesters Proposed
Fall 12-13			
Win 12-13			
Spr 12-13			
Sum 12-13			
Fall 13-14			
Win 13-14			
Spr 13-14			
Sum 13-14			
Fall 14-15			
Win 14-15			
Spr 14-15			
Sum 14-15			
Fall 15-16			
Win 15-16			
Spr 15-16			
Sum 15-16			

## F. Appendix G: Q2S Cost Form

### Q2S Cost Form

On the table below, show the course schedule of quarter courses that you have taken/will take in AY 11-12. Then, in the three columns below, show the courses that you would have taken from Fall 2012-13 until graduation had we stayed on quarters. Beside that, show the semester schedule as articulated in your Transition Degree Completion Plan (TDCP). After this, explain the problem and what you think the university should do about it.

Term	Course No	Credits
Fall 11-12		
Winter 11-12		
Spring 11-12		
Summer 11-12		

Term	Quarters	Semesters TDCP
Fall 12-13		
Win 12-13		
Spr 12-13		
Sum 12-13		
Fall 13-14		
Win 13-14		
Spr 13-14		
Sum 13-14		
Fall 14-15		
Win 14-15		
Spr 14-15		
Sum 14-15		
Fall 15-16		
Win 15-16		
Spr 15-16		
Sum 15-16		

Why did the transition cost you more?