COMMITTEE ON BUDGET AND RESOURCE ALLOCATION

Thursday, February 28, 2013

TO: The Executive Committee

FROM: The Committee on Budget and Resource Allocation (COBRA)

SUBJECT: 12-13 COBRA 2: Identification of Tasks & Costs Associated with the Q2S Conversion

ACTION REQUESTED: That the Executive Committee share the report with the Academic Senate

BACKGROUND:
COBRA Supports the efforts of the Subcommittee on Quarter to Semester Conversion and asks that their report be shared with the Academic Senate. Please find attached the complete report.
Identification of Tasks & Costs Associated with the Q2S Conversion

Report of the CSUEB Senate Subcommittee on the Quarter to Semester Conversion

Committee Members

Jeannette Bicaïs
Patricia Jennings
Farzad Shahbodaghlo
Chongqi Wu
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Overview:

The quarter to semester conversion (Q2S) will require curriculum revision for all programs (majors, minors, options, and certificate programs) offered stateside and through DCIE. Curriculum revision will entail an increased workload for all faculty members. Additional workload will be incurred for department chairs and for faculty serving on committees such as the GE Subcommittee, CIC, CAPR, and FAC.

Goal:

The goal of this report is to identify the tasks that CSUEB faculty will be required to complete to achieve curriculum conversion at the level of programs/departments and faculty staffed committees (i.e., the GE Subcommittee, FAC, CIC, and CAPR). Tasks are identified for the purpose of assessing costs, in the form of assigned time, associated with the successful curriculum conversion. This report is organized as follows: 1) tasks involved at the faculty, program and department levels; 2) tasks that will be required of members of the GE Subcommittee, CIC and CAPR; and, 3) tasks that will be required of members of FAC. The last section of this report includes questions and potentialities that we cannot address at this time, but may generate additional time to completion of the conversion and/or additional workload for faculty.

Part I. Program/Department Level

Part I.A: The “Typical” Case

The “typical” unit & course load difference between a quarter and semester system is as follows

<table>
<thead>
<tr>
<th>Term Type</th>
<th>Weeks in Term</th>
<th>Terms per academic year</th>
<th>Teaching Percent</th>
<th>Units per Year</th>
<th>Units per Term</th>
<th>Teaching hours per week</th>
<th>Simultaneous courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter</td>
<td>10</td>
<td>3</td>
<td>80</td>
<td>36</td>
<td>12 (4 units x 3 courses)</td>
<td>12</td>
<td>3-3-3</td>
</tr>
<tr>
<td>Semester</td>
<td>15</td>
<td>2</td>
<td>80</td>
<td>24</td>
<td>12 (3 units x 4 courses)</td>
<td>12</td>
<td>4-4</td>
</tr>
</tbody>
</table>

NOTE: The semester system will yield 1 less course per academic year: two fewer courses for a degree program (assuming a transfer student with 2 years left to graduation)
The basic tasks involved for a “typical” (i.e., a department that offers an undergraduate degree, possibly a minor which does not require external accreditation) are as follows:

a. All syllabi must be revised to reflect a 15 week semester. Thus, all members of the faculty will be required to revise syllabi and lesson plans for every course they teach.

b. All departments will need to form curriculum committees (this may include all faculty members and/or a subset of faculty members) to revise curriculum for each program offered by the department. This may include some or all of the following:

   Undergraduate Major
   All Options
   Minor/s
   Certificate Program/s (offered state side and through DCIE)
   Graduate Program

c. All departments that cross list and/or offer courses to fulfill requirements for other majors (e.g., Nursing Students take Sociology 1000) will need to align/coordinate their curriculum revision with curriculum revisions that will be underway in departments that they serve.

d. Offerings through DCIE will need to be revised and coordinated with DCIE.

e. All departments that have internship requirements will have to revise the internships to fit a semester calendar. This will involve decisions on whether a two quarter internship will become a one or two semester internship. Moreover, departments with internships will need to coordinate all changes with agencies where we place students and, where applicable, Internship Coordinators will need time to consult with Service Learning.

f. All departments/programs that offer degrees and/or courses on the Concord campus will be required to revise courses and, if relevant, degree programs in consultation with the Concord campus.

g. All roadmaps will need to be revised.

h. Catalog copy will need to be revised.

i. Department web sites will need to be revised.

j. All brochures and advertising materials will need to be revised.

Other considerations/questions related to curriculum revision that could impact time and workload:

1. Departments/programs that offer sequenced courses (e.g., Calculus I, Calculus II, & Calculus III) may encounter difficulties in terms of revising quarter sequenced courses into semesters in a coherent manner.
Solution: 4 unit courses

One way to address courses sequenced over three quarters, especially those that are considered to be especially rigorous, is to convert the three sequenced course to two 4 unit semester courses. (A 4 unit semester course will allow for the additional class time needed to cover the material.) However, this approach raises additional questions: Would some faculty teach fewer courses if they teach 4 unit courses? If not, would faculty who teach 4 unit courses accrue a course release after teaching several 4 unit courses?

2. How will high unit degree programs such as Engineering convert with a required reduction in total number of courses? Curriculum conversion for these programs will be especially onerous as they attempt to retain required content for the degree but with fewer courses.

3. Some departments will be additionally burdened with the need to revise multiple options. The Department of Management is one such example of a program that offers multiple paths which align with career paths in business.

4. Departments/Programs that offer numerous remediation courses may encounter additional workload.

Part I. B
Programs with External Accreditation

Through discussions with four (e.g., Social Work, Communicative Sciences and Disorders, Teacher Education, and Nursing) departments with programs that require external accreditation it was revealed that externally accredited programs will be required to engage in additional tasks such as:

a. Interviews with externally accredited programs revealed that these programs are required by the accrediting body to embed learning outcomes/“competencies” into courses. Thus, course revision will necessitate a full revision of embedded assessments takes place at the same time that courses are revised. NOTE: Any program (accredited or not) that has accomplished the task of creating embedded assignments will be tasked with the extra burden of revising the course and reworking assessment.

b. As with external accreditation, departments that receive external grants for instruction will be required to revise curriculum in alignment with assessment required by the granting agency.

c. The College of Business faces a special challenge in terms of the Academic Qualified (AQ)/Professional Qualified (PQ) ratio required by AACSB Accreditation. Lecturers hired by CBE are rarely AQ since they typically do not have a Ph.D. in business but have years of professional working experience. During Q2S conversion, the assigned time for AQ faculty members will negatively impact this ratio. Unfortunately, AQ faculty members will be responsible for most Q2S tasks.

d. Re-working internships will present challenges to all programs that offer placements. However, this will be particularly challenging for nursing (see Nursing: Case Study 2 below).

e. Teacher Education provided us with a concrete example of what the hours involved in revising curriculum for external accreditation are. Teacher Education reports that it took approximately 125 hours to rewrite the Teacher Ed syllabi for the California Commission on Teacher Credentialing (CTC) new standards.
Case Studies:

Case studies provide us with a detailed understanding of the time commitment and work load that will be entailed for externally accredited and regulated programs. The information presented in the following two case studies comes from interviews with the Chair of each department.

SOCIAL WORK: CASE STUDY 1

Social Work identified two key issues:

I. Social Work is partly funded through a Federal Title IV-E Grant and a State funded CalSWECH. These grants require that competencies be measured in two areas:
   a. Child Welfare
   b. Mental Health

   Approximately 20-30 competencies are measured for each area.

   Multiple competencies are assessed through embedded assignments designed to assess competencies in every course. These assignments are in addition to regular assignments.

   Consequence of Conversion:

   When courses are revised, they will need to be revised in conjunction with competencies. This will take much more time than it would to simply redesign a course to fit a semester schedule.

II. External Accreditation

   A different (different from the Title IV-E) set of competencies must be assessed for external accreditation. Again, competencies are embedded in course assignments in each course. Again, course revisions will have to account for a realignment of embedded assignments that measure competencies for external accreditation as well as for the two training grants.

   The structure of practice courses on the quarter system is clean: SW courses cover three areas required for social work training (micro, mezzo & macro). Three quarters allows the following structure: micro practice is covered in fall quarter; mezzo practice in winter quarter; and, and macro practice in spring quarter. A conversion will require a lot of work to figure out how to mesh together these content areas.

   Issue of Internships (this issue is relevant to all programs that require internships):

   On the quarter system, if an internship doesn’t work out then a student can be placed in a new internship in a shorter time frame. For instance, by the end of the fall quarter they could be moved to a new internship and still serve two-thirds of an academic year in the new internship. Moving to a semester system could mean losing a half-year if an internship doesn’t work out in the first semester.
Department of Nursing & Health Sciences offers 2 programs:

1. Nursing (530 majors)
2. Health Sciences (Grew from a little over 600 majors to 1,000 majors)

I. Nursing External Accreditation & Regulation

-Accredited by the Commission on Collegate Nursing Education (CCNE)

The Nursing & Health Science Program is also regulated by:

-Board of Nursing (Very prescriptive approach to course sequencing, clinical hours, and clinical placements, time to graduation (e.g., 1 vs. 2 year programs).
-Specific State Executive Orders (Comes to nursing through the Chancellors Office, Board of Trustees from Legislature)

All Nursing Programs are dictated by licensing & certification requirements. Thus, all curriculum revisions must be approved by regulating bodies prior to implementation. This will extend the time frame for nursing.

II. The Programs & Conversion Considerations

**Nursing**

Nursing offers 4 programs:

1. Pre licensure
2. (RN to BSN) = to be completed in 1 year.
3. (Associate Degree in Nursing to BSN) (ADN-BSN) collaborative: Provide a seamless transition from associate to baccalaureate education by offering a one year intensive, or two year part-time program, designed to provide a path to a bachelor’s degree for RNs with an associate degree. (Falls under an Executive Order)
4. LVN Option (Falls under an Executive Order). Admits LVN to prepare them for eligibility for RN licensing exam or earn a BSN. To be completed in 1 year, but more flexible than #2 & 3.

Advantages of Q2S Conversion for the Nursing Program:

1. Nursing has been planning to revamp curriculum to align with recent reports on the profession such as *The Future of Nursing and the Institute of Medicine Reports*. Changes in the profession make curriculum revision a necessity. The conversion requires curriculum revision, so in this way it is an opportunity to complete revisions.
2. Most local colleges and universities that offer a Nursing degree are on a semester system. Thus, in one sense the conversion could fit better with the clinical side since it brings CSUEB in line with semester school placement of students in clinical settings.

**Challenges of Q2S Conversion that will Impact Time and Work Load**

At the same time that the conversion has some advantage (alignment with other schools) in terms of clinical placements, the conversion will also present a host of problems for Nursing and Health Science clinical and/or internship placements.

Examples:

a. Placements over a quarter system allows for a better distribution of placements in competitive clinical settings. Finding clinical settings to place students has become much more competitive since hospitals are not keeping patients as long (shortened length of stay), and, thus, have cut back on nurses who can supervise students. The nursing program at CSUEB is competing for clinical placements with all other 2 & 4 year colleges/universities in the region. The following is an example of how this might look under conversion to semesters:
   
   Example 1: Nursing can distribute say 30 students in a single clinical setting over 3 academic quarters: 10 in fall; 10 in winter; and, 10 in spring over 3 quarters. (This placement reduces the number of required nurses to supervise students at a given time.) On a semester system this would require more slots at one time which would require the availability of qualified nurses to supervise placements. For example, 30 students placed in a single setting would mean placing 15 each semester rather than 10 each quarter. Thus, competition for those slots would increase. Nursing will be required to renegotiate all of the clinical placements for the nursing programs as well as the internships for the Health Science program.

b. Changes in Nursing curriculum will require approval from the Board of Nursing. This will add time to the conversion.

c. Revising clinical placements and agreements with clinics could add additional time since the CSUEB Nursing Programs must reserve spots with hospitals 6 months in advance. (Again, CSUEB is competing with all other 2 & 4 year colleges/universities for clinical placements).

1. The Nursing Program is offered at Concord as well as Hayward. Thus, curriculum changes would have to be considered for both campuses.
2. The conversion will impact summer course offerings (necessary for time to completion) and clinical placements. Many semester campuses offer summer courses in a condensed format (i.e., 5 week, 10 week). This means more days and hours in the classroom for summer students. This will be problematic for nursing students who may also have summer placements in clinical settings.
3. There is a concern that because of rigid course sequencing, clinical placements and hours which are set by the Board of Nursing, an 8 quarter program (2 years) may need to be extended to 6 semesters (3 years).

4. Students who come into the ADN Program are required to take a leadership course. This course will have to be revised in coordination with the community partners.

5. Nursing students will be burdened with taking more rigorous/difficult science courses at one time. On the quarter system, nursing students can spread out their science requirements by taking 2 science courses per quarter. They may be required to take 3 science courses at one time if we convert to semesters. This will take time to consider/work out in terms of curriculum revision.

6. Nursing and Health Science students must enroll in a series of General Education courses in order for nursing to meet licensure requirements. Nursing has agreements with numerous departments on campus. History, Sociology, Human Development, and multiple sciences are just a few examples. Thus, curriculum revision will require a great deal of time of collaboration with these other departments.

7. Advising and negotiating clinical placements and internships for students who will transition from quarter to semester will be very thorny and time consuming during the transition period.

**Health Sciences**

Health Sciences offer 4 options:

1. Administration
2. Pre-clinical (prepares students to work in various professions, such as nursing, dentistry, Physician Assistants—any medically related clinical setting).
3. Community Health (Specialists in Community Health and Health Education)
4. Environmental Health & Safety

**Challenges: (Note: Several concerns that overlap with nursing are discussed above)**

1. Health Science students currently complete an internship over part of the winter and the full spring quarter. This will need to be condensed into one semester. Condensing from quarters to semesters will require that the Nursing Program recruit more community organizations for student placements.

2. Health Science students complete two capstone courses (NURS 4500 & 4700) which are have capped enrollments. It may be difficulty to convert the capstone courses, with lower caps, to a semester system. One problem that they will face course offerings will need to be increased to support the graduation of students in a timely manner.
Part I. C
Graduate Programs

A full load for graduate students is two courses per quarter for a total of six courses per year. A full time graduate program on a semester system will require students to take a 3-2 course load. Graduate programs will need to figure out how to logically convert material to fit with a 3-2 load. Again, the loss of 2 courses (move for 2-2-2 to 3-2 will result in a loss of 2 courses for a 2 year program) will mean that course content will need to be reworked in a coherent manner to ensure that program learning outcomes are still achieved. Finally, the additional course could present a problem for working students.

Part II. GE Subcommittee, CIC, CAPR & FAC

GE Subcommittee:

The GE subcommittee will be tasked with a full review of GE. In addition to the usual workload GE Subcommittee members will need to review, consider and/or complete the following tasks:

a. Decide on the number of GE courses to be offered on the semester system

b. Determine which courses are mandated by Title V and which areas/courses can be eliminated

c. Decide if, and which, GE courses can be double-counted

d. Coordinate with CIC

NOTE: We must allocate enough time for campus-based faculty discussions on GE and for GE changes to move through Senate committees.

In addition to the above noted tasks, the Chair and/or members of the GE Subcommittee will be charged with training staff and faculty on any changes to GE requirements, as effectively every GE course will have to be recertified.

CIC:

CIC will be tasked with reviewing all documents submitted for curriculum change. The following is a list of CIC tasks:

a. Create templates to guide each department/program to convert graduate programs (which will be converted first) and undergraduate (converted second) curriculum from Q2S. This will also entail the following:
i. Relate to accreditation and system mandates
ii. Relate to service to other departments
iii. Relate to previous 5-year report

b. Review all materials submitted for curriculum change to majors, options, minors, certificate programs, etc.
c. Will need to work with the GE subcommittee on GE changes
d. Develop guideline for student advising to ensure consistency of converting quarter to semester units/courses.
e. Allow for time for students’ right to appeal any potential problems with the conversion of their records.

The Program Prioritization Steering Committee generated a count of all programs on the CSUEB campus. While this count may still require some adjustment, it is a good estimate of the number of programs that CIC, and CAPR, will need to review. The count is as follows:

<table>
<thead>
<tr>
<th>Total Number of Programs Requiring Curriculum Revision</th>
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<tbody>
<tr>
<td>Majors</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>95</td>
</tr>
</tbody>
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The total number of reports (submitted by departments and programs) that are estimated to be submitted for Program Prioritization was estimated to be 106 by the PFD Steering Committee. Using this figure, it follows that if CIC bundles curriculum revision into packets submitted by department/program (e.g., Sociology would submit revision at one time for one undergraduate major, one option and two minors), then they will have 106 curriculum packets to review.

CAPR:

While CIC’s charge is more time consuming, CAPR will be charged with reviewing all program revisions sent from CIC in a very condensed period of time. This work will be in addition to regular committee duties.
The Q2S conversion will require that members of FAC review and revise the following:

a. The Constitution and Bylaws as well as other faculty-related policies will have to be revised.

b. Office hour policy will have to be revised.

c. PTR criteria will have to be revised, as a 4-4 teaching load will have consequences for research and service.

d. Faculty workload and student advising will need to be examined and potentially revised.

e. FERP will need to be re-examined. (Not all FERP faculty are .50. FAC will need to figure out how the conversion will impact FERP who are on, for example, a .33 time base.)

f. The 10 year university calendar.

NOTE: All of these tasks will need to be done simultaneously in a compressed period of time.

**Part III: Additional Questions and Potentialities that Impact the Time Table and/or Workload**

**CFA**

1. The CFA will request to engage in impact bargaining. This will impact both the workload of faculty serving on the CFA and the conversion timetable.

**Departmental & University Service & Assigned Time**

2. A 4-4 teaching load will have an impact on departmental and university service. While less time is spent in class, preparing and teaching a 4-4 load is still an increased workload. Interviews with faculty who teach 4-4 on semester systems confirm this concern. As it now stands, the ratio of lecturers to TT faculty makes it difficult to recruit faculty for service positions. One approach that some semester CSUs have taken is to allocate assigned time for participation in university service. CSUEB will need to seriously consider the need to grant assigned time for service.

**Advising**

3. Faculty will need to be trained (attend workshops) on advising. In all likelihood, we will be running parallel systems for current and incoming students until courses/units for existing quarter system students are converted. Faculty will need to be trained on how to advise and conduct major/minor checks during the transition period.

**Extra Work Load (125%)**

4. How will the 125% faculty work load rule be impacted by the conversion to semester?

5. Accordingly, how will DCIE be impacted?
PART IV: ESTIMATED ASSIGNED TIME

Faculty (TT & .80 Lecturers)

All faculty will be required to revise all syllabi, lesson plans, lectures, and course assignments for all courses that they teach prior to or in conjunction with curriculum revision.

Estimate: 2 units of assigned time and/or a stipend to all TT & .80 entitled lecturers (counts provided by Amber Machamer):

326 TT = 652; 355 FT Lecturers = 710  Total = 1,362

Departments/Programs

Departments/Programs that fall under the “typical” case should be allocated 16 units of assigned time to revise curriculum. This time may be allotted as the department/programs sees fit (e.g., 4 units to 4 faculty who agree to serve on a departmental Curriculum Revision Committee, or for small departments each faculty member may receive 4 units of assigned time to work on the revision.)

Estimate: 16 units X 106 (programs/departments) = 1,696 units

Note: The figure of 106 is based on the figure generated by the PFD Steering Committee estimate on the number of reports that will need to be submitted for review by the PFD Steering Committee.

Externally Accredited Departments/Programs

Departments/programs with external accreditation will need a minimum of an additional 4 units of assigned.

Estimate: A base of 4 extra units for the 11 “Discipline Specific Program Accreditation” = 44 units

Additional units: We estimate an additional 16 units to be disbursed to externally accredited departments/programs with more complex structures (e.g., multiple options that are accredited), multiple accrediting bodies, State licensing requirements (i.e., Nursing & Education), etc.

Department/Program Chairs

Chairs should receive an additional 4 units of assigned time since they will be charged with coordinating tasks, revising road maps, catalog copy, hiring additional lecturers during the transition period due to increased assigned time, etc.

Estimate: 4 units X 106 (see above) = 424 units

GE Subcommittee

All GE Subcommittee members should receive 12 units of assigned time to complete GE Subcommittee tasks.

Estimate: 12 units X 9 members = 108 units
CIC

All members of CIC should receive 12 units of assigned time to complete curriculum reviews.

Estimate: 12 units X 9 members = 108

FAC

Four units of assigned time is justified for members of FAC since they will be required to revise PTR, FERP, the 10 year calendar, etc. (see report) in a condensed time frame.

Estimate: 4 units X 9 members = 36

CAPR

CAPR will need 4 units of assigned time to review program reviews from CIC in a condensed time frame.

Estimate: 4 units X 9 members = 36

Total Estimated Assigned Time

<table>
<thead>
<tr>
<th>Category</th>
<th>Units of Assigned Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty</td>
<td></td>
</tr>
<tr>
<td>TT + FT Lecturers (326 + 355 = 681)</td>
<td>1,362</td>
</tr>
<tr>
<td>Department/program curriculum committees</td>
<td>1,696</td>
</tr>
<tr>
<td>“Discipline Specific Program Accreditation”</td>
<td>44</td>
</tr>
<tr>
<td>Additional units assigned to departments with multiple levels of accreditation and/or State regulations (i.e., nursing, education)</td>
<td>~16</td>
</tr>
<tr>
<td>Department/program chairs</td>
<td>424</td>
</tr>
<tr>
<td>Total amount of assigned time for members of the GE committee and Senate committees</td>
<td>288</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>3,830</td>
</tr>
</tbody>
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Note: The grand total may change in event of unforeseen workload issues not captured in this report.
Department/Program and Committees S2Q Order of Curriculum Review Work Flow

Stage 1.

GE Subcommittee
1. GE to be revised before undergrad programs can be revised

Graduate Programs (Department)
2. Revise MA/MS programs while undergrad GE is being revised.

CIC
3. Reviews of grad program curriculum submitted by departments/programs

CAPR
4. CIC program reviews sent to CAPR for approval

Note: CIC works on templates for curriculum revision at the same time the GE Subcommittee revises GE.

ExCom
5. CAPR reviews sent ExCom to be placed on Senate calendar

Stage 2.

GE Subcommittee
GE revisions sent to ExCom to be placed on the Senate calendar for approval (We will need to allow time for faculty to discuss/debate GE revision)

Stage 3. After Senate approval of GE revisions

Departments/Programs
1. Revise undergraduate programs (BA/BS, options, minors, certificates)

CIC
2. Reviews all materials received from departments /programs

CAPR
3. Review CIC materials

ExCom
4. Reviews come to ExCom to be placed on Senate calendar