



CSU Bakersfield

QUARTER TO SEMESTER CONVERSION PACKET

ITEMS INCLUDED:

- Resolution Principles Guiding Calendar Conversion
- Framework For Semester Conversion
- Course Conversion Step By Step Guidelines For Faculty
- Curriculum Transformation: Step By Step Guidelines For Faculty
- Department Chair Guidelines
- Model for Reassigned Time and Additional Employment
- Department Budget for Course Conversion
- CSUB Degree and Credential Programs
- CSUB Concentrations
- Course Conversion: Closest Semester Equivalents
- Timeline

TEMPLATES:

- Course Conversion MOU Template
- Course Conversion Submission Template
- Curriculum Transformation Proposal Template
- Curriculum Transformation MOU Template
- Curriculum Transformation Submission Template

ELECTRONIC ATTACHMENTS:

- Current Catalog Copy
- Curriculum Map
- Active Courses
- Courses Not Taught in the Last Five Years
- High Impact Practices
- CSUB Q2S Organizational Structure

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
CSU Bakersfield Principles for Quarter to Semester Conversion Project
RES 1314035

EC

1. That faculty, staff, students and administrators work together on all phases of planning for conversion from quarter to semesters.
2. Conversion will not increase time to graduation for students who transition from quarters to semesters.
3. Students who transition from quarters to semesters will receive individualized advisement before conversion to create a clear plan for progress to graduation, and for follow-up advisement as needed.
4. No tenured/tenure track faculty or staff members will lose their employment as a result of the conversion to semesters.
5. No academic programs will be discontinued as a result of conversion to semesters except through ordinary program discontinuation procedures.
6. Reassigned time or stipends will be made available to faculty to perform program and course modification for the conversion.
7. Reassigned time or stipends will be provided to faculty for advisement of students who transition from quarters to semesters.
8. Staff workload will not increase with conversion-related tasks without compensation.
9. The earliest a conversion to semesters would be implemented is Fall 2016.
10. Schools and departments/divisions will have maximum flexibility to manage teaching loads consistent with the Collective Bargaining Agreement in ways that meet the needs of faculty and students.
11. Conversion to semesters will not diminish the University's commitment to Research, Scholarship and Creative Activity.
12. Sabbatical leaves will continue to be awarded consistent with the Collective Bargaining Agreement.
13. Faculty workload will be managed consistent with the Collective Bargaining Agreement.
14. Freeze Active Changes. During the freeze period, no new courses, degrees, or certificate programs will be implemented.
15. Staffing Commitment. Provide sufficient staffing resources to ensure project success.
16. Project Management. Establish appropriate work groups representing campus commitment to shared governance. Put project management tools in place for project tracking and reporting.
17. Communications. Use appropriate media to generate clear, timely, and targeted communications for key campus stakeholders.
18. Except for compelling reasons, courses which have not been offered for five years will not be converted. They will be retained in the database and may be reactivated at a later date.

Approved by the Senate on 9/12/13

Approved by the President on 10/01/13

FRAMEWORK FOR SEMESTER CONVERSION

VISION

CSUB is committed to excellence and vitality in all areas of the University. We are resolved to maintaining access and achieving student success in order to better serve our region. The conversion to semesters provides an opportunity to engage one another in answering a fundamental question within higher education: How can we best provide the highest quality educational experience for the 21st century that aligns with our values, mission, and learning goals for our students? With the vision and leadership of the President, Provost and School Deans, the shared commitment of the Academic Senate, the effective facilitation by the department chairs, and the innovative and creative engagement of our faculty, we will have the opportunity to extend academic program excellence that prepares our students to achieve their personal and professional goals.

OVERVIEW

1. Faculty are the campus experts on curriculum content and its associated scope and sequence
2. Additional funding will be provided for the required efforts that go beyond the usual expectations of the faculty for reviewing and making revisions to the curriculum.
3. Given the time considerations, the goal will be to develop the basic conversion by the end of this academic year, and curriculum transformation by August 2014 for implementation beginning Fall 2016.

QUARTER TO SEMESTER CURRICULUM PRINCIPLES

1. The CSUB campus is moving from a quarter to semester calendar for full activation Fall 2016. The curriculum sits at the heart of the calendar change and needs early adoption so that the many other support units can make their needed changes. Conversion planning begins now, in Fall 2013, and continues through Spring 2014 (with extension for curriculum transformation through August 22, 2014).
2. The curriculum change may be approached in one of two ways:
 - a) Course Conversion - to be completed by June 15, 2014.
 - b) Curriculum Transformation - to be completed by August 22, 2014, if needed

- **Course Conversion** is defined as the process of converting the existing courses from 5 quarter units of credit to 3 semester units of credit (or its equivalent) with a continued focus on alignment with Program and University Learning Goals. This is viewed as a minimalist change process.

- **Curriculum Transformation**

With the option of Curriculum Transformation, faculty are provided an opportunity to reconsider whether the student learning goals and the associated curriculum are in alignment; whether changes in the discipline can be better integrated; whether there are new pedagogical approaches of interest; whether emerging "high impact" "active learning" practices can be incorporated; and whether there are student success strategies which can result in the improvement of retention and graduation rates .

Approaches to Curriculum Transformation may differ by school/discipline; however, all programs should ensure that any curricular changes will map to a) the program's student learning goals (which may be revised) and b) the University Learning Outcomes.

Curriculum Transformation is defined as the process of substantially redesigning the curriculum and should include a combination of at least two or more of these criteria:

- Restructuring the major with new lower and upper division core courses and required electives
- Integration of "high impact" practices (see separate overview sheet of such practices) and new content that may reflect national trends in the discipline and/or distinctive approaches
- Interdisciplinary initiatives that result in curricular innovation
- Technological and/or innovative pedagogical initiatives that are integral rather than incidental to courses

- Significant course re-sequencing to ensure that every student has an improved student learning experience
- Streamlining curriculum (e.g. consolidating or reducing the number of options/concentrations/required units) in substantial ways
- Incorporating applied learning through on and/or off-campus – community engagement activities, internships, involvement in undergraduate research, work through existing centers or institutes, etc.
- Updating the curriculum which can lead to students’ improved chances for professional employment and/or graduate study
- Other curricular enhancements and changes which increase student access and success, including graduation rates (must specify)

3. The features of the semester academic calendar include:

- 15 week instructional period and a 1 week examination period
- 3-unit lecture courses that meet 50 minutes on Monday-Wednesday-Friday, 75 minutes on Tuesday and Thursday , 75 or 165 minutes (w/ 15 minute break) in the late afternoons and evenings
- Fall semester calendar will start mid-August to mid-December
- A 3-4 week Intersession between the Fall and Spring semesters will be included for mini-courses, Extension classes, special projects, and study travel
- Spring semester will begin from mid-January to mid –May
- A mid-semester pre-census progress update will be conducted each semester for all freshmen and sophomores
- The academic calendar will take into consideration the local community colleges and high school district calendars
- A Block schedule for all First Year Students (to be explored)

4. Using Title 5 guidelines and CSU Board Policies, the typical semester course will be 3 units of credit (1 semester unit=15 instructional hours), the typical semester lab will be 1 unit of credit, and the bachelor’s degree will be 120 semester units. So a typical program will have the following features (University Curriculum Conversion Committee can approve deviations):

BA Degree (Semester Units)		BS Degree (Semester Units)	
Major	24-54	Major	36-66
GE	48	GE	48
Minimum Free/Minor	18	Minimum Free	6
Total	120	Total	120

5. Each department will decide on either the conversion or transformation approach and submit an MOU (a template will be provided) through the department chair to the school Dean making clear the department’s preferred approach, deliverables, and positive impacts on students and the discipline. Due to the considerable work expected of the department chair or designee, it is expected that departments use a portion of their total budget to provide a minimum of 5 WTUs reassigned time (or at least \$5,500 in additional employment) to the chair or designee. (Due to this consideration, no department will be given less than \$5,500 regardless of the formula.)
6. As an underlying principle, the administration believes that our public catalog should represent only those courses that are regularly available to students. Courses that have not been taught within the last five years will be considered “inactive” but will be retained within the PeopleSoft database.

Each department will receive a list of department courses that have been taught in the last 5 years. Faculty are asked to decide which are to be converted for the semester system and which will be inactivated.

Each department will also receive a list of department courses that have not been taught in the last five years. These courses will become inactive unless further action is taken to reactivate them. Courses that are reactivated must be taught at least twice in next three consecutive years.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
Quarter to Semester Conversion (Q2S)
COURSE CONVERSION STEP BY STEP GUIDELINES FOR FACULTY

CHECK BOX	ACTION TO BE TAKEN	TO BE COMPLETED BY
	Deans will have preliminary conversations with department chairs and clarify any school priorities in the conversion process.	November 1, 2013
	The department chair calls a meeting of the faculty and as a group the faculty decides on either course conversion or curriculum transformation (see definitions for each concept).	November 8, 2013
	The faculty agrees on the 24 to 66 semester units of course work that will make up the major along with any minimal course modifications necessary for conversion to the semester system. <i>Attachment: Current Catalog Copy</i> <i>Attachment: Curriculum Map (matrix of courses and program learning outcomes)</i> <i>Attachment: Active Courses (list of active courses taught in the last five years).</i> <i>Attachment: Courses Not Taught In Five Years</i> The faculty recognizes that all courses in the department not selected for conversion will be inactivated. If required coursework is inactivated, the faculty will create a list of acceptable substitutions or waivers to accommodate students.	November 22, 2013
	The faculty and department chair decide which faculty will be assigned to convert courses. The Department will be allocated a budget for course conversion depending on the number and types of programs. Within the funds provided, the Department Chair will recommend and the School Dean will approve some combination of faculty reassigned time and additional employment based on the faculty assignments. <i>Attachment: Course Conversion MOU Template</i>	November 22, 2013
	The faculty member assigned to that particular course or courses will: (1) Create a master or sample syllabus* with default textbook, (2) determine whether the conversion requires changes to the catalog description, course articulation (see assist.org), or modes of instruction (e.g., lecture/lab component units). Service Courses: Any changes to courses that are required by another program will be shared at the earliest possible opportunity and that department's feedback will accompany the changes for approval by the appropriate curriculum committee. The Department Chairs will present to the Dean and the Dean will approve this work package.	March 7, 2014
	Program faculty will approve the curricular changes and work together to determine if the curriculum map (matrix of courses and program learning outcomes) needs revision due to the proposed changes. SUBMISSION OF ALL MATERIALS TO CURRICULUM COMMITTEE <i>Attachment: Course Conversion Submission Template</i> The Department Chairs will present to the Dean and the Dean will approve this work package.	March 14, 2014
	The Department Chair, in consultation with the faculty, will produce a 2016-2017 semester schedule of classes. The class schedule should allow all students to make appropriate progress toward their degrees and show how the full year can be taught with the existing faculty complement within the current space and time constraints. The Department Chairs will present to the Dean and the Dean will approve this work package. (The semester calendar and time blocks will be provided prior to this date).	April 18, 2014
	It is expected that any departmental course contributions to the General Education program will be proposed by this time and a determination of the suitability of the coursework for electives within the major is determined by the program faculty.	May 9, 2014
	Deadline for the curriculum committee decisions on course conversion proposals.	May 16, 2014
	The department chair working with faculty will create a 2 and 4 year roadmaps that students can follow under the semester system. The Department Chairs will present to the Dean and the Dean will approve this work package.	June 6, 2014
	The department chair, in consultation with faculty, will create a 2 year faculty teaching assignment schedule with clear indications for any "last opportunities" for quarter courses that will not be offered after fall 2016. The Department Chairs will present to the Dean and the Dean will approve this work package.	June 13, 2014

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
Quarter to Semester Conversion (Q2S)
CURRICULUM TRANSFORMATION STEP BY STEP GUIDELINES FOR FACULTY

CHECK BOX	ACTION TO BE TAKEN	TO BE COMPLETED BY
	Deans will have preliminary conversations with department chairs and clarify any school priorities in the conversion process.	November 1, 2013
	The department chair calls a meeting of the faculty and as a group the faculty decides on either course conversion or curriculum transformation (see definitions for each concept).	November 8, 2013
	The faculty agree on the rationale for curriculum transformation and a proposal will be prepared for review by the dean. See the Curriculum Transformation Proposal Template for details. <i>Attachment: High Impact Practices</i> <i>Attachment: Curriculum Transformation Proposal</i>	November 22, 2013
	The faculty working through the Department Chair establishes an MOU with the School Dean. The MOU will contain at least these elements: (1) that the department will participate in the curriculum transformation process, (2) the name of the lead faculty member (or department chair) who will oversee the departments process, (3) a list of the faculty names that will be involved in the process, (4) the specific assignment of each involved faculty member, (5) the date by which those assignments will be completed (a concentrated effort will be made during winter intersession 2013 and a concluding effort during summer, 2014), (6) an agreement that the process will be reviewed by the lead faculty member and school Dean at end of intersession, mid-winter quarter, mid-spring quarter and end of spring and end of summer quarter, (7) the Department Chair will recommend and the Dean will develop a reassignment plan and/or an extra compensation plan for those involved faculty, and (8) the MOU will clearly detail the types of transformation activities planned. <i>Attachment: Curriculum Transformation MOU Template</i>	January 17, 2014
	Participate in curriculum transformation activities according to the MOU agreement.	November 22, 2013 to August 22, 2014
	Provide the deliverables required for course conversion (see above) and all of the additional deliverables established <i>Attachment: Curriculum Transformation Submission Template</i>	By dates specified in the MOU (no later than August 22, 2014)

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
DEPARTMENT CHAIR GUIDELINES FOR Q2S CALENDAR CONVERSION

1. Follow the Q2S Step by Step Guidelines for Faculty keeping the work moving and meeting the timelines.
2. You will need to share the following information with the faculty in your meetings with them;
 - a. Share with the faculty the course conversion and curriculum transformation definitions (see attachment). You should thoroughly understand the difference between the two efforts so that the faculty can decide the best choice for the department.
 - b. Share with the faculty the budget set aside for the department for course conversion or for curriculum transformation (see attachment). Note that the course conversion budget has funds to assist the department for this more simple process. Also note that additional funds are available for the department if they engage in the more complex transformation effort.
 - c. Explain that course conversion funds are to be used for faculty reassignment time or for faculty additional work compensation. These are limited and based on the number of programs in the department (attached).
 - d. Explain that curriculum transformation funds are to be used for faculty reassignment time and for intersession and summer faculty additional time compensation. These funds are also limited but of a greater amount.
 - e. Explain that the curriculum transformation effort requires an MOU (see attachment) between the department and the school Dean that specifies the work of the faculty.
3. Follow the Step by Step Guidelines and time lines for Faculty for either course conversion or curriculum transformation.

SEMESTER CONVERSION

Model for Reassigned Time and Additional Employment

The Chancellor's office has asked CSUB and CSULA to use the same funding model for course conversion. The following basic assumptions were used to arrive at the total budget provided to departments. Subject to the dean's approval, it is assumed that departments will determine the best use of these funds to accomplish the necessary tasks.

COURSE CONVERSION

Course conversion is defined as the process of converting the existing courses from 5 quarter units of credit to 3 semester units of credit (or its equivalent) with a continued focus on alignment with Program and University Learning Goals. This is viewed as minimalist change process.

- Budgeting Basis: Amount of work to be done, as quantified by number of undergraduate degree programs, graduate degree programs, credential programs, and service courses to be converted.
- Working Assumptions:
 - One quarter = 11 weeks (incl. finals) x 40 h/week = 440 hours
 - 440 hours/15 WTUs = 29.3 hours/WTU, or 0.034 WTU/hour
 - One undergraduate program takes approximately 300 hours to convert, including associated courses (= 10 WTU)
 - One graduate program takes approximately 120 hours to convert (= 4 WTU).
 - One credential program takes approximately 60 hours to convert (= 2 WTU).
 - Each service course (outside of programs) takes about 5 hours to convert (= 0.2 WTU)
 - Compensation provided in form of assigned time during the academic year (primarily) but also as additional employment as warranted.
 - The budgeted rate will be at \$1306/WTU, assuming that 70% will be at the base replacement rate (\$1104/WTU) and 30% will be at \$1778/WTU, the equivalent of an \$80K salary.
- Conversions of some concentrations will require additional work but since this is highly variable, depending on the nature of the concentration or emphasis, the deans will allocate the additional funds on a case-by-case basis. The total pool for such allocations is based on an average of 1 WTU, or \$1306, for each additional concentration within the school.
- The total cost for the university if all programs (including GE) were reimbursed through course conversion would be less than \$900,000.
- Since GE will be revised, the GE transformation budget will be handled separately.

CURRICULUM TRANSFORMATION

Curriculum transformation is defined as the process of substantially redesigning the curriculum to enhance it with innovative pedagogy; to integrate best practices and new content; to align Program Learning Outcomes and University Learning Outcomes; to reflect national trends, relevance, and distinctive approaches; and to facilitate student success and community engagement. Any existing courses that are retained will be converted from 5 quarter units to 3 semester units (or the equivalent).

All additional costs for curriculum transformation are borne by CSUB and are not supported by the Chancellor's office.

The total budget for curriculum transformation is not to exceed double that of course conversion. The most comprehensive and holistic curriculum transformation projects may obtain up to double the course conversion budget. The administration encourages faculty to consider holistic transformation but in cases where only portion of the curriculum is transformed, the budget will be prorated appropriately. The level of funding for curriculum transformation is determined by the dean and can be anywhere above the level of course conversion but less than or equal to twice that amount.

CURRICULAR REVIEW

Conversion to the closest semester unit equivalent does not require further review unless there are changes in the catalog description. School curriculum committees and school deans will review program changes within their schools' purview. Exceptions to the established guidelines, changes to General Education, and inter-school interdisciplinary programs will be reviewed by the University Curriculum Conversion Committee. In order to meet deadlines, faculty on these committees may be asked to meet during the summer (prior to the beginning of school) and/or have a light teaching load in fall 2014. Appropriate compensation for additional work will be provided. The total budget for curricular review is \$366,667.

Department Budgets for Course Conversion*

Department	Undergrad Degree Programs (@10 WTU = \$13,060)	Grad Programs (@4 WTU = \$5,224)	Credentials (@2 WTU = \$2,612)	"Service Only" Courses (@0.2 WTU = \$261)	Total Suggested WTU	Total Budget*
Arts and Humanities						
Art	1	0	0	0	10	\$ 13,060
Communications	1	0	0	0	10	\$ 13,060
English	1	1	0	0	14	\$ 18,284
History	1	1	0	0	14	\$ 18,284
Modern Languages	1	1	0	0	14	\$ 18,284
Music & Theatre	2	0	0	0	20	\$ 26,120
Philosophy & Religious Studies	2	0	0	0	20	\$ 26,120
Business and Public Administration						
ACCT & FIN	0	0	0	0	0	\$ 5,500
ECON	2	0	0	0	20	\$ 26,120
MBA Program	0	1	0	0	4	\$ 5,500
MGMT & MKTG	1	0	0	0	10	\$ 13,060
PPA	1	2	0	0	18	\$ 23,508
Natural Sciences, Mathematics, and Engineering						
BIOL	2	1	0	1	24	\$ 31,605
CEECs	3	0	0	1	30	\$ 39,441
CHEM	2	0	0	3	21	\$ 26,904
GEOL	1	1	0	0	14	\$ 18,284
MATH	1	0	0	11	12	\$ 15,933
NURS	2	0	0	0	20	\$ 26,120
Physics and Eng.	2	0	0	6	21	\$ 27,687
Social Sciences and Education						
Advanced Education	0	2	3	0	10	\$ 18,284
Criminal Justice	1	0	0	0	10	\$ 13,060
Physical Education and Kinesiology	1	0	0	14	13	\$ 16,717
Political Science	2	0	0	0	20	\$ 26,120
Psychology	1	1	0	0	18	\$ 18,284
Social Work	0	1	0	0	4	\$ 5,500
Sociology	1	1	0	0	14	\$ 18,284
Teacher Education	1	0	2	0	14	\$ 18,284

*The total budget includes \$5,500 for chair or designee (minimum budget, \$5,500). GE Conversion budget will be addressed separately.

School Budgets (Including All Concentrations and Degrees not Housed in Departments)

A&H	\$	28,732
BPA	\$	35,262
NSME	\$	49,628
SSE	\$	39,180

CSU Bakersfield Programs Used for Course Conversion Budget Determinations

	Major	Department Receiving Budget
BA	Anthropology	SSE
BS	Applied Studies	BPA
BA	Art	Art
BS	Biochemistry	CHEM
BS	Biology	BIOL
BS	Business Administration	MGMT & MKTG
BS	Chemistry	CHEM
BA	Child Adolescent and Family Studies	Teacher Education
BA	Communications	Communications
BS	Computer Engineering	CEECS
BS	Computer Science	CEECS
BA	Criminal Justice	Criminal Justice
BS	Economics	ECON
BS	Electrical Engineering	CEECS
BS	Engineering Sciences	Physics and Eng.
BA	English	English
BS	Environmental Resource Management	ECON
BA	Geology	GEOL
BA	Global Intelligence and National Security	Political Science
BA	History	History
BA	Human Biological Sciences	BIOL
BA	Interdisciplinary Studies	A&H
BA	Liberal Studies	SSE
BS	Mathematics	MATH
BA	Music	Music & Theatre
BA	Natural Sciences	NSME
BS	Nursing (RN to BSN)	NURS
BS	Nursing, Pre-Licensure	NURS
BA	Philosophy	Philosophy & Religious Studies
BS	Physical Education and Kinesiology	Physical Education and Kinesiology
BS	Physics	Physics and Eng.
BA	Political Science	Political Science
BA	Psychology	Psychology
BA	Public Administration	PPA
BA	Religious Studies	Philosophy & Religious Studies
BA	Sociology	Sociology
BA	Spanish	Modern Languages
BA	Theatre	Music & Theatre

CSU Bakersfield Programs Used for Course Conversion Budget Determinations (continued)

	Major	Department Receiving Budget
MS	Administration	PPA
MS	Biology	BIOL
MBA	Business Administration	MBA Program
MS	Counseling	Advanced Education
MS	Counseling Psychology	Psychology
MA	Education	Advanced Education
MA	English	English
MS	Geology	GEOL
MA	History	History
MA	Interdisciplinary Studies	A&H
MPA	Public Administration	PPA
MS	Science Education	NSME
MSW	Social Work	Social Work
MA	Sociology	Sociology
MA	Spanish	Modern Languages
Credential	Multiple Subject Teaching	Teacher Education
Credential	Single Subject Teaching	Teacher Education
Credential	Education Specialist	Advanced Education
Credential	Preliminary and Professional Administrative Services	Advanced Education
Credential	Pupil Personnel Services	Advanced Education

CSU Bakersfield Concentrations

	Major	Concentration	Department	School
BA	Anthropology	Anthropology - General	SSE	SSE
BS	Applied Studies	Applied Studies - General	BPA	BPA
BA	Art	Art Education	Art	A&H
BA	Art	Studio Art	Art	A&H
BA	Art	Art History	Art	A&H
BS	Biochemistry	Biochemistry - General	CHEM	NSME
BS	Biochemistry	Food Science	CHEM	NSME
BS	Biology	General	BIOL	NSME
BS	Biology	Biotechnology	BIOL	NSME
BS	Business Administration	General	MGMT & MKTG	BPA
BS	Business Administration	Accounting	ACCT & FIN	BPA
BS	Business Administration	Finance	ACCT & FIN	BPA
BS	Business Administration	Management	MGMT & MKTG	BPA
BS	Business Administration	Marketing	MGMT & MKTG	BPA
BS	Business Administration	Human Resource Management	MGMT & MKTG	BPA
BS	Business Administration	Small Business Management	MGMT & MKTG	BPA
BS	Business Administration	Agricultural Business	ECON	BPA
BS	Business Administration	Supply Chain Logistics	MGMT & MKTG	BPA
BS	Business Administration	Public Administration	PPA	BPA
BS	Business Administration	Economics	ECON	BPA
BS	Chemistry	American Chemical Society	CHEM	NSME
BS	Chemistry	Management and Marketing	CHEM	NSME
BS	Chemistry	General	CHEM	NSME
BS	Chemistry	Occupational Safety and Health	CHEM	NSME
BA	Child Adolescent and Family Studies	General	Teacher Education	SSE
BA	Child Adolescent and Family Studies	Fast Track	Teacher Education	SSE
BA	Communications	Communications - General	Communications	A&H
BS	Computer Engineering	General	CEECS	NSME
BS	Computer Science	General	CEECS	NSME
BS	Computer Science	Hardware	CEECS	NSME
BS	Computer Science	Information Systems	CEECS	NSME
BA	Criminal Justice	Criminal Justice - General	Criminal Justice	SSE
BA	Economics	General	ECON	BPA
BA	Economics	Global	ECON	BPA

CSU Bakersfield Concentrations (continued)

	Major	Concentration	Department	School
BA	Economics	Pre-Law	ECON	BPA
BA	Economics	Teacher Preparation	ECON	BPA
BS	Economics	Economics - General	ECON	BPA
BS	Electrical Engineering	Electrical Engineering - General	CEECS	NSME
BS	Engineering Sciences	Engineering Sciences - General	Physics and Eng.	NSME
BS	Engineering Sciences	Engineering Management	Physics and Eng.	NSME
BS	Engineering Sciences	Petroleum Engineering	Physics and Eng.	NSME
BS	Engineering Sciences	Biosystems and Agricultural Engineering	Physics and Eng.	NSME
BA	English	Language and Literature	English	A&H
BA	English	Teacher Preparation	English	A&H
BS	Environmental Resource Management	General	ECON	BPA
BS	Environmental Resource Management	Occupational Safety and Health	ECON	BPA
BS	Environmental Resource Management	Environmental Health	ECON	BPA
BS	Environmental Resource Management	Land Use Planning and Policy	ECON	BPA
BA	Geology	Geology - General	GEOL	NSME
BS	Geology	Geology - General	GEOL	NSME
BA	Global Intelligence and National Security	Global Intelligence and National Security - General	Political Science	SSE
BA	History	History - General	History	A&H
BA	Human Biological Sciences	Human Biological Sciences - General	BIOL	NSME
BA	Interdisciplinary Studies	General	A&H	A&H
BA	Interdisciplinary Studies	Chicano Studies	Modern Languages	A&H
BA	Liberal Studies	General	SSE	SSE
BA	Liberal Studies	Subject Matter Equivalency	SSE	SSE
BA	Liberal Studies	IBEST	SSE	SSE
BA	Liberal Studies	Traditional Pre-Credential	SSE	SSE
BA	Liberal Studies	ISPED	SSE	SSE
BS	Mathematics	Applied	MATH	NSME
BS	Mathematics	Statistics	MATH	NSME
BS	Mathematics	Teaching	MATH	NSME
BS	Mathematics	Theoretical	MATH	NSME
BS	Mathematics	Blended Credential	MATH	NSME
BS	Mathematics	Economics	MATH	NSME
BA	Music	General	Music & Theatre	A&H

CSU Bakersfield Concentrations (continued)

	Major	Concentration	Department	School
BA	Music	Education	Music & Theatre	A&H
BA	Natural Sciences	Biology	NSME	NSME
BA	Natural Sciences	Chemistry	NSME	NSME
BA	Natural Sciences	Geology	NSME	NSME
BA	Natural Sciences	Physics	NSME	NSME
BA	Natural Sciences	Foundational Science - blended credential	NSME	NSME
BS	Nursing (RN to BSN)	Nursing (RN to BSN) - General	NURS	NSME
BS	Nursing, Pre-Licensure	Nursing, Pre-Licensure - General	NURS	NSME
BA	Philosophy	General	Philosophy & Religious Studies	A&H
BA	Philosophy	Graduate School	Philosophy & Religious Studies	A&H
BA	Philosophy	Pre-Law	Philosophy & Religious Studies	A&H
BS	Physical Education and Kinesiology	Physical Education	Physical Education and Kinesiology	SSE
BS	Physical Education and Kinesiology	Exercise Science	Physical Education and Kinesiology	SSE
BS	Physics	Physics - General	Physics and Eng.	NSME
BA	Political Science	American	Political Science	SSE
BA	Political Science	Pre-Law	Political Science	SSE
BA	Political Science	International Relations	Political Science	SSE
BA	Psychology	Psychology - General	Psychology	SSE
BA	Public Administration	Public Administration - General	PPA	BPA
BA	Religious Studies	Double Major	Philosophy & Religious Studies	A&H
BA	Religious Studies	General	Philosophy & Religious Studies	A&H
BA	Sociology	General	Sociology	SSE
BA	Sociology	Urban Studies and Planning	Sociology	SSE
BA	Sociology	Ethnic Studies	Sociology	SSE
BA	Sociology	Human Services	Sociology	SSE
BA	Spanish	Spanish - General	Modern Languages	A&H
BA	Theatre	Theatre - General	Music & Theatre	A&H
MS	Administration	Health Care Management	PPA	BPA
MS	Biology	Thesis	BIOL	NSME
MS	Biology	Non-Thesis	BIOL	NSME
MBA	Business Administration	Business Administration - General	MBA Program	BPA
MS	Counseling	School Counseling	Psychology	SSE
MS	Counseling	Student Affairs	Psychology	SSE
MS	Counseling Psychology	Counseling Psychology - General	Psychology	SSE
MA	Education	Special Education	Advanced Education	SSE

CSU Bakersfield Concentrations (continued)

	Major	Concentration	Department	School
MA	Education	Curriculum and Instruction	Teacher Education	SSE
MA	English	English - General	English	A&H
MS	Geology	Hydrogeology	GEOL	NSME
MS	Geology	Petroleum	GEOL	NSME
MS	Geology	General	GEOL	NSME
MA	History	Thesis	History	A&H
MA	History	Examination	History	A&H
MA	Interdisciplinary Studies	Interdisciplinary Studies - General	A&H	A&H
MPA	Public Administration	Public Administration - General	PPA	BPA
MS	Science Education	Research	NSME	NSME
MS	Science Education	Credential	NSME	NSME
MSW	Social Work	Social Work - General	Social Work	SSE
MA	Sociology	Thesis	Sociology	SSE
MA	Sociology	Teaching	Sociology	SSE
MA	Sociology	Special Project	Sociology	SSE
MA	Spanish	Spanish - General	Modern Languages	A&H
Credential	Multiple Subject Teaching		Teacher Education	SSE
Credential	Single Subject Teaching		Teacher Education	SSE
Credential	Education Specialist	Mild/Moderate Special Education	Advanced Education	SSE
Credential	Education Specialist	Moderate/Severe Special Education	Advanced Education	SSE
Credential	Preliminary and Professional Administrative Services		Advanced Education	SSE
Credential	Pupil Personnel Services		Advanced Education	SSE

COURSE CONVERSION: CLOSEST SEMESTER EQUIVALENTS

Conversion to the closest semester unit equivalent does not require further review unless there are changes in the catalog description. The table below shows the closest equivalent semester equivalent for a variety of quarter-unit class configurations.

Lecture Courses

Quarter System		→	Semester System		Minutes per Lecture		
Units	Minutes per Term		Units	Minutes per Term	Mon-Wed-Fri	Tues-Thurs	Late Aft/Eve
5	2500	→	3	2250	50	75	165*
4	2000	→	3	2250	50	75	165*
3	1500	→	2	1500	50		100
2	1000	→	1	750	50		
1	500	→	1	750	50		

*With 15-minute break

Lecture/Laboratory* or Lecture/Activity* Courses

Quarter System				→	Semester System			
Lecture Units	Lab/Act Units	Lecture Minutes	Lab/Act Sessions*		Lecture Units	Lab/Act Units	Lecture Minutes	Lab/Act Sessions*
4	1	2000	10	→	2	1	2250	15
3	2	1500	20	→	2	1	2250	15

*Laboratory sessions are 150 minutes each. Activity sessions are 100 minutes each

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
Q2S COURSE CONVERSION
TIMELINE REMINDER LIST

DUE DATE	DECISION/ACTION/DELIVERABLE	INVOLVED PARTIES
November 1, 2013	Meeting between Department Chair and Dean: overview conversation	<ul style="list-style-type: none"> • Department Chair • Dean
November 8, 2013	Faculty meeting: Decision to either move with course conversation or curriculum transformation	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean
November 22, 2013	Faculty decision : Concerning details of the major and modifications	<ul style="list-style-type: none"> • Faculty • Department Chair
November 22, 2013	Completion of Course Conversion MOU	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean
March 7, 2014	Faculty complete syllabus/catalog/articulations/mode of instruction elements	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean
March 14, 2014	Faculty submit materials to curriculum committee	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean
April 18, 2014	Proposed semester schedule of classes is completed	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean
May 9, 2014	Curriculum contributions to General Education is completed	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean
May 16, 2014	School curriculum committee review decision completed	<ul style="list-style-type: none"> • School Curriculum Committee • Faculty • Department Chair • Dean
June 6, 2014	Student 2 and 4 year Road map completed	<ul style="list-style-type: none"> • Department Chair • Dean
June 13, 2014	2 year faculty teaching schedule completed	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
Q2S CURRICULUM TRANSFORMATION
TIMELINE REMINDER LIST

DUE DATE	DECISION/ACTION/DELIVERABLE	INVOLVED PARTIES
November 1, 2013	Meeting between the Department Chair and Dean: Overview conversation	<ul style="list-style-type: none"> • Department Chair • Dean
November 8, 2013	Faculty Meeting: Decision to either move forward with course conversion or curriculum transformation	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean
November 22, 2013	Faculty complete the Curriculum Transformation Proposal and submit their CT rational to the Dean. The Dean provides quick feedback.	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean
January 17, 2014	Faculty and Department Chair complete and submit the Curriculum Transformation MOU to the Dean	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean
End of Intersession 2013	Faculty complete the deliverables as agreed to in the MOU by the date specified	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean
Mid Winter Quarter 2014	Faculty complete the deliverables as agreed to in the MOU by the date specified	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean
Mid Spring Quarter 2014	Faculty complete the deliverables as agreed to in the MOU by the date specified	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean
End of Spring Quarter 2014	Faculty complete the deliverables as agreed to in the MOU by the date specified	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean
End of Summer 2014 (August 22, 2014)	Faculty complete the deliverables agreed to in the MOU by the date specified	<ul style="list-style-type: none"> • Faculty • Department Chair • Dean