**California State University, Los Angeles**

**How Should Q2S Transition Students Schedule Coursework?**

As we assist our “transition” students (students who will experience the transition from quarters to semesters), *effective planning to ensure timely completion of university and degree program requirements is essential.* We are currently encouraging and soon requiring students (via orientations, brochures and banners, social media, videos, student organizations, ASI presentations, and soon postcards and t-shirts), to speak with an academic advisor in regard to completing as many GE requirements as possible before semesters begin (Fall 2016), and also to complete their major course sequences before semesters begin. We should:

* Maximize the number of students graduating before Fall 2016 through:
	+ Intensive, intrusive academic and financial advisement;
	+ Targeting course offerings;
	+ Liberal course substitutions for major and general education requirements.
* Advise students to avoid straddling course sequences across quarters and semesters by:
	+ Finishing quarter courses sequences before Fall 2016; or
	+ Starting semester course sequences in Fall 2016.

A “course sequence” is a series of related classes students must take sequentially, *in a specific order*. An example of a course sequence is CHEM 101, 102, and 103. The following illustrates the proportion of material covered in various terms and the effects on transition students:

|  |  |  |  |
| --- | --- | --- | --- |
|   | **QUARTERS** |   | **SEMESTERS** |
|   | **CHEM 101** | **CHEM 102** | **CHEM 103** |  | **CHEM 1010** | **CHEM 1020** |
| **Student 1** | completed | **not** completed  | **not** completed  |   | needs last 5 weeks | needs all 15 weeks |
| **Student 2** | completed | completed | **not** completed  |   |   | needs last 10 weeks |

We anticipate that courses in the STEM disciplines (science, technology, engineering, and math) will require a number of “bridge” approaches since many of these courses are sequenced, are commonly retaken by students, and are needed to fulfill many Cal State LA major requirements. Several possible “bridging” options will be available to allow students to bridge the knowledge gaps due to the transition. For example,

1. Students could enroll for Directed Study courses. The knowledge gaps could be filled by work assigned to students and evaluated by an instructor, or the student could be required to sit in on the appropriate semester course for the appropriate weeks and be evaluated on their performance.
2. Specific bridge courses could be created and offered as Special Topics courses in scheduled sessions of various lengths within the academic term to fill the knowledge gaps.
3. An accelerated “stacked” course could be offered in which students would complete two quarters of a specific required sequence within a single quarter.

The options will be developed and made available to students both prior to and directly following semester conversion. Tentatively, the options will be available Spring Quarter 2016, Summer Quarter 2016, Fall Semester 2016, Winter Intersession 2017, and Spring Semester 2017. **Precise information will be available for academic advisors in Spring 2015**.

Academic advisement and the tracking of progress toward the completion of the “bridging options” will be closely monitored by departments in collaboration with the Registrar.