

Report from the
Senate Task Force on Classroom Use and Scheduling

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Executive Summary

Background:

- Our current classroom usage is diverse in terms of course enrollments, course credit, preferred times of day, preferred days of week, need for technology, need for additional space for small group breakouts and room size.
- Strong pedagogically-based rationales can be provided for this diversity thus requiring that a “one size fits all” mentality be avoided.
- Classroom usage is a multidimensional problem; it behooves us to beware of simple “solutions”.
- Room capacity is determined by the assessment of square footage and number of exits. A room described as having an occupancy limit of a specific number may not be suitable for this many students if pedagogical concerns are also considered. Seating capacity does not address issues such as desktop space and room between students during test conditions in a manner that satisfies the needs of all users.

Findings:

- The major academic units differ tremendously in how they utilize the current modules for classes. Some units appear to under-utilize early morning or evening classes while others use these modules regularly.
- Although fewer classes are scheduled for early morning and late afternoon modules, those scheduled in these modules still obtain sufficient enrollment figures.
- Increased use of supplemental instruction and specialized instruction sections (COM 101 – Collegiate Communications) and the prospect of offering first-year seminars compete with regular course offerings escalating the demand for space during prime usage times.

Recommendations:

- The five documents presented in Appendix C (entitled Classroom Scheduling Guidelines, 2006 Official Classroom Modules, Guidelines for Classroom Module Usage, 2006 Spring and Summer Session Modules, and Guidelines for Scheduling Spring and Summer Session Courses) should be reviewed, amended as necessary, and officially adopted as policy. Periodic reviews of classroom utilization, seat utilization, and the balance of schedules across both the week and the class day ought to be conducted by the Office of the Registrar. The results of these reviews ought to be shared with the university community. Periodic reviews of exceptions to guidelines that have been granted in the past ought to be conducted to assess whether the exceptions ought to be continued in light of new circumstances impacting the demand for classroom space.
- There is a need for better software to obtain basic information concerning classroom usage. The members of the Task Force recommend that Oakland University obtain the CollegeNet, Inc. R25 and X25 software to centralize scheduling of space on campus and provide a means of efficiently analyzing the use of this space.
- Enrollment growth should be discussed in a deliberate manner so that all constituents can become more proactive in planning for the future. Too many respondents indicated that their only option was in reacting quickly to student demand for classes in the future.
- Plan #2, A More Flexible Set of Modules (see Appendix E), should be adopted after it is presented to the OU community for deliberation and amendment as necessary.

Summary of Current Module Matrix and Usage

The charge to the Task Force on Classroom Use and Scheduling is presented in Appendix A.

The Task Force began its deliberations by reviewing a number of documents provided by the Registrar. These included the “Official Classroom Modules” statement dated 12/22/03, the “Guidelines – Classroom Module Usage” dated 12/22/03, and Policy #190, Classroom Scheduling, dated August 2005. These documents appear in the current report as Appendix B.

It was intriguing to note that these documents were unknown to many members of the Task Force and were even challenged by a few as not representing the way classrooms were scheduled at Oakland University. Many members of the Task Force noted that our current practice was far more varied than one might presume given the description of primary and secondary modules provided. Discussions among Task Force members indicated that the processes of creating schedules of classes for a given semester might take quite different forms across the campus. Members of the Task Force noted that the guidelines calling for balancing section offerings and scheduling outside of official modules appear to have been set aside on so many occasions that the exemptions now appear to predominate our practice. Indeed, some members of the Task Force commented that many of our problems with classroom usage and scheduling would disappear if we only had the conviction to follow our own established guidelines. That is, the current problems faced with classroom scheduling were perceived as one of resource allocation as much as resource shortage.

The members of the Task Force devoted many hours to discussions of how the process of scheduling classes took place at Oakland University, how other academic institutions approached the issue of managing limited classroom resources, and how we might modify our current practices so as to achieve a more effective process. These discussions resulted in the Task Force asking the Registrar and members of his office to develop formal guidelines for classroom scheduling. These guidelines, presented in Appendix C, include a number of statements that many constituents will see as positive changes in the way the scheduling of classes will take place in the future. Among these are the following:

- Classroom scheduling is described as a dynamic process requiring reevaluation of needs each semester. Academic units should not expect to use the same classrooms from term to term.
- There is a clear directive that classes need to be scheduled using the official classroom modules.
- There is a declaration of a goal to maximize both room and seat utilization and to apply scheduling policies in a consistent and equitable manner.
- There is a clear expectation that the College and the Schools must evenly distribute class offerings over all five days of the week and over the entire class day except where such a distribution clearly conflicts with the mission or unique clientele of that unit.

Task Force Recommendations: The documents presented in Appendix C ought to be reviewed, amended as necessary, and officially adopted as policy. Periodic reviews of classroom utilization, seat utilization, and balance of schedule across both the week and the class day ought to be conducted by the Office of the Registrar. The results of these reviews ought to be shared

with the university community. Periodic reviews of exceptions to guidelines that have been granted in the past ought to be conducted to assess whether the exceptions ought to be continued in light of new circumstances impacting the demand for classroom space.

The Use of General Purpose Classrooms

Most of our efforts focused on the usage of 99 general purpose classrooms. Although many of these classrooms have already been enhanced with instructional technology they differ tremendously in terms of seating capacity. Table 1 summarizes the breakdown of classes by seating capacity. One obvious concern is that we possess a limited number of large lecture rooms. The recent enrollment growth has resulted in an increased use of large-enrollment classes, thus making these larger classrooms a limited resource for the community.

Table 1: Breakdown of current general purpose classroom by seating capacity

Seating Capacity	< 30	34 – 38	40 – 52	60 – 77	90 – 108	157 – 185	229 - 314
# rooms	14	8	52	13	6	4	2

Table 2, also submitted by the Registrar's office, summarizes the use of the major MWF and TR modules for the Fall 2006 semester for each of the major academic units. These data represent only those classes scheduled in general-purpose classrooms. These data indicate both that a majority of classes are scheduled during the daytime modules (71% overall), and that the major academic units utilize the current modules in different ways. Note that percentages sum by column, i.e., 75% of the MWF daytime classes are from the College, 41% of the evening classes taught on Monday or Wednesday night are from the College, etc.

Table 2: Breakdown of course offerings per unit by type of module

	MWF DAY		TR DAY		MW NIGHT		TR NIGHT		TOTALS	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% All Units Combined
CAS	460	75%	352	65%	111	41%	99	49%	1,022	63%
SBA	34	6%	52	10%	58	21%	41	20%	185	11%
SEHS	33	5%	41	8%	55	20%	12	6%	141	9%
SECS	49	8%	62	11%	30	11%	41	20%	182	11%
SHS	26	4%	28	5%	18	7%	11	5%	83	5%
SON	10	2%	4	1%	0	0%	0	0%	14	1%
HC	2		2	0%	1	0%	0	0%	5	0%
ALL UNITS COMBINED	614	38%	541	33%	273	17%	204	12%	1,632	100%

Note: Day classes held between 8:00 am and 5:00 pm; night classes start at or after 5:00 pm

Table 3, also provided by the Registrar's office, breaks down the Fall 2006 semester courses to reveal how each academic unit distributes its courses across the major modules. That is, the

percentages for each unit appear by and sum by rows. The bottom row provides the percentage of classes offered at each time for all units combined. The data again indicate that the various units utilize the modules in quite different ways. For example, we see that approximately 21% of the courses from the College are taught at night, while 54% of those from SBA are taught at this time.

Table 3: Percentage of courses taught per type of module for each unit

	MWF DAY	TR DAY	MW NIGHT	TR NIGHT	TOTAL
CAS	45%	34%	11%	10%	100%
SBA	18%	28%	32%	22%	100%
SEHS	23%	29%	39%	9%	100%
SECS	27%	34%	16%	23%	100%
SHS	31%	34%	22%	13%	100%
SON	71%	29%	0%	0%	100%
HC	40%	40%	20%	0%	100%
All Units Combined	38%	33%	17%	12%	100%

Note: Day classes held between 8:00 am and 5:00 pm; night classes start at or after 5:00 pm

Table 4, prepared by the chair of the Task Force, presents a breakdown of how each major academic unit utilizes the primarily modules of our current matrix grouped by time of day defined as early morning, morning, afternoon, late afternoon and evening. These data reveal that the major academic units offer classes at quite different rates at different times of the day. For example, note that the percentage of courses offered in the evening ranges from a high of 52% for School of Business Administration to a low of 0% for the School of Nursing.

Table 4: Percentage of course taught by each unit by time of time

School	Early AM	AM	PM	Late PM	Evening	Total
CAS	9%	27%	27%	15%	22%	100%
SBA	5%	15%	13%	15%	52%	100%
SEHS	20%	14%	34%	1%	31%	100%
SECS	4%	6%	16%	23%	51%	100%
SHS	10%	3%	24%	21%	42%	100%
SON	31%	31%	25%	13%	0%	100%
HC	0%	33%	0%	34%	33%	100%

Note:

Early morning = class starts before 9:19 am

Morning = class starts at or after 9:20 am and before noon

Afternoon = class starts before 2:30 pm

Late afternoon = class starts after 2:30 pm

Evening = class starts at or after 5:00 pm

The members of the Task Force were surprised and disappointed to discover how difficult it was to obtain the basic descriptive data summarized above. Perhaps we were naïve to assume that a simple query could be used to access a database and produce basic tables summarizing room occupancy, seat utilization, etc. The consequence of this discovery was that we devoted considerable time to reviewing the R25 and X25 software packages from CollegeNet, Inc. [http://corp.collegenet.com/depts/higher_ed/series/Scheduling_Overview/]. R25 is a space and resource scheduling program that would greatly assist members of the Registrar's Office in managing our limited classroom resources. X25 is a space analysis tool that would be extremely helpful in monitoring the use of these resources. Combined, we would be able not only to adjust to last minute space problems efficiently and effectively but also to become more proactive in exploring alternative scheduling proposals. Rather than debating the potential ramifications of changes to our scheduling or module plans, we could quickly and easily conduct simulations to determine the impact of such proposals. A summary of the approximate costs involved in obtaining these programs is presented below:

R25 approximate one-time basic fee	\$40,000
Annual licensing fee	\$10,000
Training	\$15,000
X25 approximate one-time basic fee	\$30,000
Annual licensing fee	\$10,000
Training	\$ 5,000
Total Approximate cost	\$110,000*

* at this time it is uncertain whether or not a server will be need to be dedicated to the R25 software.

Task Force Recommendation: The members of the Task Force recommend that Oakland University obtain R25 and X25 software to centralize scheduling of space on campus and provide a means of efficiently analyzing the use of this space. The potential uses of this software easily extend beyond the issue of the scheduling of classes. Indeed, anyone involved in scheduling meeting spaces in the Oakland Center or the library would benefit by having R25 available. The availability of X25 would greatly facilitate future efforts to monitor the uses of space so that we, as an institution, can grow and manage our limited resources in the most efficient and effective manner possible. In our final meeting, the members of the Task Force concluded that if nothing else came to fruition other than the acquisition of this software, then our time and energy would have been well spent.

Additional Questions Concerning Classroom Usage

Finally, a number of specific questions were raised in the formal charge to this task force. Responses to those questions follow:

- *How many studios are there?*

The Registrar only schedules general purpose classrooms. Rooms scheduled are those that have tablet armchairs, tables and chairs, or are tiered lecture halls. Most rooms that can be described as studios are within the control of various departments; the state or availability of these rooms change at their discretion.

- *How many of the 99 rooms are Level III technology?*

By the beginning of Fall semester 83 out of the 99 general purpose classrooms will have Level III technology. By Fall 2007, the remaining classrooms will be upgraded to Level III technology.

- *How many computer classrooms are there, and what is their scheduling like?*

There are two open computer labs on campus in Elliot Hall. The Registrar does not schedule these computer classrooms. For Fall 2006 there were 183 lab sections offered. Of those sections, 117 computer lab sections were offered.

- *How many online courses do we have?*

For Fall 2006 Oakland offered 82 internet sections and 208 lecture classes with web component sections. The issue of online courses is a complex one given individual differences in how these classes are designed. Some instructors teach online classes that never involve face-to-face meetings with students. These sections obviously pose no burden on our limited classroom resources. Other instructors utilize the option to conduct up to three face-to-face sessions with their online classes and, not surprisingly, many of these instructors want to schedule these sessions at approximately the same times of a semester. Partially online courses are defined as classes where 10 to 75% of the contact hours are online. These courses require classroom spaces and complicate efforts to maximize classroom utilization. The task of scheduling diverse requirements of this type in an efficient and effective manner is a difficult one, especially if the instructor requests that their face-to-face contact hours occur during traditionally high demand modules. Given that the Office of the Registrar is responsible for the efficient and effective scheduling and utilization of general purpose classrooms (see proposed guidelines presented in Appendix C on page 23), we presume that room assignments for all partially online course will be determined after all other face-to-face courses have been assigned rooms.

- *What do we know about program-controlled rooms?*

All of the academic units and departments control and occasionally use their own rooms for courses. The usage changes from term to term and often is a response to a unique need such as a small seminar with specific needs.

- *How many of our classes listed for the fall 06 semester are 1, 2, 3, 4, 5, or 6 credit classes?*

The following is a breakdown of course credits for the Fall 2006 semester:

Table 5: Breakdown of number of sections by credit hours

Number of Credits	Number of Sections
8	1
6	2
5	7
4	1,318
3	182
2	144
1	191
0	179
Total	2,024

- *What types of classes are being scheduled?*

The following table summarizes the “schedule type” for all classes being offered in the Fall 2006 semester:

Table 6: Breakdown of sections by “Banner schedule type”

Banner Code	Schedule Type	Number of Sections
1	Lecture (General Purpose)	1,150
A	Applied MTD	71
B	Lab	184
F	Field Experience	1
G	Internship	6
H	Practicum	7
K	Directed research	4
L	Lecture (non General Purpose)	321
LW	Lecture/Web combined	33
O	Lecture/Lab combined	14
P	Project	2
S	Seminar	18
W	Workshop	2
Y	Studio Class	35
Z	Master Class MTD	7
	Total	1,855

An observant reader may note that the totals presented in Tables 2, 5 and 6 vary from 1,632 to 2,024. These variations troubled the members of the Task Force until we simply resolved to accept the fact that different databases might categorize things in slightly different ways. For example, the first row of Table 6 indicated a “Banner code” of 1, the digit one. Given the rest of the codes presented we assumed that this was an error created in the database as someone saw a lower case letter “L”, i.e., “l” and presumed it was a numeral. Other data entries may be erroneous if one presumes that different people might count/classify cross-listed courses in different ways, or that the classifications of courses taught totally online and those taught in a “web-enhanced” method might not be consistent. Online courses could obviously be counted among the classes listed in Table 5 showing the number of credits per course, but they should not have been counted among those listed in Table 2 which were presumed to include only those classes scheduled in general purpose classrooms. The Task Force presents these data as further indication of the need for obtaining CollegeNet’s R25 and X25 software. We presume that the task of monitoring and adjusting further classroom use will increase both in frequency and in importance given anticipated enrollment growth, and we are confident that those who are charged with the task of monitoring the use of classroom resources will appreciate having these tools available.

Summary of Anticipated Needs

The Task Force surveyed the people on campus who were identified as having responsibilities for the creation of teaching schedules. This group was primarily composed of department chairs, assistant deans and associate deans. The survey basically asked respondents to describe their use of various types of instructional space for the Fall 2006 semester and their anticipated needs for space in the Fall 2012 semester. The response rate was less than 30% and those who did reply left many items blank. Comments from respondents indicated that planning for future needs was extremely difficult or impossible. Indeed, most respondents provided comments indicating that they were reactive to rather than proactive for growth.

The responses obtained indicated a wide variety of anticipated needs. The primary results of this survey are summarized below:

- Most respondents expected that they would need more classrooms in the future as they plan to accommodate enrollment increases by offering more sections of courses rather than raising the enrollment capacity on current sections of these classes.
- Estimates of the increase in the number of sections offered ranged from 33 to 50%.
- Many respondents indicated that they expected to have an increased need for small laboratories, high technology classrooms, and computer work stations for students in the classrooms.
- Although participants welcomed the prospect of increasing the number of 2-day per week class modules, a number of respondents indicated that their disciplines required 3-day per week classes for optimal instruction to be possible.
- Most respondents did not sense a need for change in the current practice of scheduling classes.
- Many respondents indicated that they had no way to estimate where growth might occur or how large it might be. Anecdotal comments from respondents and members of the Task Force indicated that those who create teaching schedules routinely increase enrollment caps when classes are filled or they scramble at the last minute to find someone to teach another section of the full course. Given the relative lack of a “waitlist” feature in our electronic enrollment, tracking demand for any course is very difficult.
- Most respondents indicated that the question of publishing class schedules at least 4 terms into the future, with a fourth term being added on a rolling basis, would create more problems than it might solve. In particular, respondents indicated that the number of changes in a schedule currently made from one semester to next would grow exponentially if the period were extended to 4 terms. This would either make the schedule obsolete almost immediately or then require to create such a rolling schedule would require nearly constant updating.

Task Force Recommendation: Although the low response rate was disappointing, these data may be viewed as indicative of an issue that needs to be addressed. The Task Force recommends that enrollment growth be discussed in a deliberate manner so that all constituents can become more proactive in planning for the future. Too many respondents indicated that their only option was in reacting quickly to student demand for classes in the future.

The Task Force recommends that the resolution from the Student Academic Support Committee to publish class schedules at least 4 terms into the future be abandoned.

Basic Assumptions Concerning Revisions

The Task Force articulated a number of assumptions that were perceived to be basic for our task of reviewing course schedule plans and then making recommendations that would change the way we and our colleagues work and the way our students take classes. Many of these assumptions were obtained by surveying policies and procedures employed at other universities similar to Oakland. A number of basic assumptions are listed below:

1. We should keep any new plan we propose as close to what we now have as possible to make it less psychologically frightening to those worried about change.
2. We should start the morning AND the evening blocks of classes at a standard time, and then end both at a standard time or within a small window of time so as to not waste opportunities to use classroom space.
3. Requests to offer course outside of the standard modules should be considered only when absolutely necessary; an adherence to this guiding principle must be maintained to ensure that limited resources are managed efficiently and effectively.
4. We should strive to keep break/transfer times the same as now (see #1 above). The increased use of technology makes these transfer times critical as faculty need to shut down software and computers or ready them for the upcoming class.
5. We should offer a schedule that permits students to carry a full load either on MWF or TR. That is, we should not assume that we can break the status quo situation of having students who need to work off campus and will want to schedule their classes into compact blocks.
6. We should spread the schedule across five days more equally.
7. We spread the schedule across the 8:00 am to 5:00 pm day and the 5:00 pm to 9:50 pm night with the obvious exception that we can assume virtually no one will want to teach or take a course scheduled to meet on Friday night.
8. Not all classrooms need to be scheduled in the same way on a given day. Some classrooms can house classes that are meeting on a MWF basis, others can simultaneously be scheduled to hold classes that are taught on a MW (2-day per week)+ F (one day per week) basis, and still others on a M +WF basis. The rooms themselves should be considered independent of one another at a given point in time.
9. The classrooms managed as MWF modules can be conceptualized as a block to provide for those who need this form of instruction. A finite number of classrooms of any size could be managed in this way by simply declaring that certain rooms will be scheduled in this manner.
10. A subset of what would now be MWF classrooms could be managed in a M + WF manner. That is, these classrooms could be scheduled using the traditional 2 day per week schedule that we currently use for Tuesday and Thursday, but applying this to WF. This will provide more two day per week sessions for faculty and students who prefer this mode of instruction, and it may distribute some traffic (classroom and parking lot) to WF. These rooms would then be available on Monday for two longer one-day per week classes, for supplemental instruction sessions, or for specialized instruction sessions such as COM 101 or first-year seminars. Conducting a daytime class that meets only once per

week would be much like teaching a traditional “night class” except that it would occur during daylight hours.

11. The Task Force clearly heard that *some* faculty would prefer to have more 2-day per week schedules, and that *some* faculty would prefer to maintain their current 3-day per week tradition. No survey conducted at this institution has shown the degree of interest empirically or how this interest might be related to class size or level. Indeed, it is very difficult to ask this question in a way that truly measures demand. The Task Force holds as basic assumptions that individual differences ought to be respected and that experimentation should be encouraged to find the means to provide more 2-day per week teaching opportunities to those who want these.
12. A “constraint” should be declared and enforced indicating that the unit selecting to use WF modules would be required to schedule a one-day per week class in that classroom so as not to waste the space. The definition “unit” may be as restrictive as the individual department, or it could be defined at the level of the College and various professional Schools.
13. Night classes would be expected to be offered in two major forms: two meetings per week or one meeting per week. Those meeting once per week may start at either 5:30 or 6:30; those meeting twice per week would start at 5:30 and at 7:30.

Summary of Alternative Module Matrices

The Task Force considered many module plans as potential alternatives to the status quo set of MWF and TR modules. Three different plans will be presented in detail. The current model, summarized in Appendix B, includes 6 MWF modules running between 8:00 am and 3:47 pm, 4 TR modules running between 8:00 am and 4:47 pm, a number of evening modules starting at 5:00 pm, 5:30 pm, 6:30 pm, 7:17 pm, and 7:30 pm. A total of 26 different modules are identified in the current plan, some overlapping with other modules so that the use of one precludes the use of another.

The three plans considered in depth by the Task Force can be summarized in the following manner:

1. The first plan is a modification of the current model to remove overlapping modules and increase the number of 2-day per week sessions while maintaining a majority of the MWF modules.
2. The second plan calls a mixture of 1-, 2-, and 3-days per week classes without adding Saturday to the academic week. Two-day per week classes in this matrix can be scheduled on MW, TR and WF.
3. The third plan extends the academic week to Saturday. Classes are scheduled on a 1-day, 2-day, 3-day, or 4-day per week basis.

Plan #1: Modifications to the Existing Modules

The first plan attempts to correct specific problems with the current modules without proposing what might be perceived as major changes. The five current MWF modules running from 8:00 am until 2:27 pm are maintained in some classrooms in recognition of the large number of faculty who contend that their students will learn better with more class sessions per week. These modules can be combined in sets of three to create a number of 1-day per week modules if longer blocks of time are desired. Morning modules meeting two days per week are added for MW in a limited number of classrooms to address the need for this type of scheduling. This results in four 2-day per week modules on both MW and TR. The MW and TR afternoon modules are standardized to start and stop at the same time to resolve the modular conflict existing in the current plan. The MWF late afternoon modules are, in effect, eliminated. Evening sessions exist on a one night per week or a two night per week basis. Supplemental instruction sessions are restricted to eight 45-minute modules throughout the week. Details concerning this plan are summarized in Appendix D.

Plan #1 can become a considerably more radical shift from status quo if one accepts that different classrooms can be scheduled in different ways on the same day. Table 7, entitled “Default 4 Credit Modules,” is presented within Appendix D and illustrates this feature (see page 31). Note that Monday Wednesday and Friday mornings could include a number of scheduling options. Specifically, some classrooms could be scheduled on a MWF basis (indicated by modules A, B, C, D, and E). Other classrooms could be scheduled on a MW basis (indicated by modules AB and CD). Still others could be scheduled on a hybrid basis (the day starts with modules A and B and then the room shifts to module CM for a one-day per week class, or it starts with a 1-day per week class, module AM, and then shifts to modules D and E for those wanting a 3-day per week module. Comparable 1-day per week modules are included on Friday to complete the week. The Task Force recognizes the difficulty that could arise with this degree of flexibility in scheduling different classrooms in different ways on the same day of the week, but we feel confident that the addition of software such as R25 will facilitate this transition.

Positive aspects of Plan #1

- Because it is very similar to the current plan this plan should not create as much disturbance as some of the other plans considered.
- This plan maintains a number of MWF teaching modules for those committed to or in need of this approach.
- This plan standardizes start and stop times to as to reduce the problem currently experienced with overlapping modules.

Negative aspects of Plan #1

- This plan may not provide a sufficient number of 2-day per week modules to satisfy the current demand unless the community can make the adjustment to having 1-, 2-, and 3-day per week classes being held simultaneously in different classrooms.
- This plan may appear to be overly restrictive to those accustomed to teaching outside of official modules.
- The inclusion of 1- 2- or 3-credit classes will continue to have the consequence of rooms sitting empty at various times of the day unless those offering these sections do so in a limited number of classrooms where alternative start and stop times are permitted so as to improve room utilization measures.

Task Force Recommendations: The Task Force recommends that Plan #1 be considered the minimal form of modification to the existing modules. Our current plan includes too many overlapping and non-standard modules. The presence of these exceptions to the overall structure has complicated the process of scheduling of classes and has resulted in problems where limited classroom resources are not utilized as efficiently as they might be.

Plan #2: A More Flexible Set of Modules

A second plan begins with the assumption that both 2-day per week classes and 3-day per week classes are needed, and that we must be more efficient in scheduling these classes. This plan may be conceptualized as an extension of the first if one assumes that the simultaneous scheduling of 1-, 2-, and 3-day per week classes would be possible. This plan also assumes that all days are conceptualized as beginning at 8:00 am and running to 5:00 pm, with evening modules then beginning at 5:30, 6:30 or 7:30 pm. The major assumption of this plan is that more courses will move to a two day a week (or even one day a week) format than is readily obvious in Plan #1. The primary argument offered for the three-days a week format was that some of first year students, straight out of high school, cannot handle two-days a week class very well or that certain subjects are learned better with multiple short sessions rather than fewer long sessions. Both sets of needs can be accommodated with this plan.

A summary of the second plan is presented in Tables 8 and 9 presented within Appendix E (see pages 32 and 33). Table 8 summarizes the use of MWF, TR, MW + F, and M + WF arrangement of daytime classes. Some of the 99 general-purpose classrooms can continue to be scheduled as MWF 3-day per week classes. Others could be scheduled using either the MW +F or M +WF plans to provide the more 2-day per week modules and a few one-day per week modules. The proportion of classrooms managed by each format would need to be ascertained by determining how many courses we would want to be taught via the 3-day format. Table 8 also indicates that the supplemental instruction sessions would occur in the natural breaks associated with lunch and dinner. Note that the Monday or Friday classroom spaces “left over” when MW or WF sections are created could be utilized either by offering 4-credit classes that meet once per week or by scheduling numerous back-to-back sections of COM 101 or the anticipated first-year seminars. These spaces could also be held in reserve for those online course requiring face-to-face meetings at various times. Scheduling classrooms in this manner would be greatly enhanced if the R25 and X25 software from CollegeNet, Inc. were made available.

Table 9 presents basically the same information, but here a timeline across the day and evening hours is maintained to illustrate how a student might mix some MWF and MW+F classes in order to be able to carry a full load. Obviously, it is impossible to move seamlessly from MWF to MW +F modules within the morning or the afternoon blocks, but a student could enroll in three MWF classes in the morning hours, take a lunch break, and then take a MW class starting in the early afternoon. Note that supplemental instruction is restricted to lunch or dinner time hours.

Positive aspects of Plan #2

- This plan maintains seven 3-day per week modules running from 8:00 am until 5:07 pm while increasing the number of 2-day per week modules dramatically.
- This plan increases the number of 1-day per week modules that may be scheduled.
- This plan standardizes start and stop times so as to reduce the problem currently experienced with overlapping modules.
- This plan should reduce commuting time for many students, longer “blocks” of research time for faculty, less competition for desired but limited 2-day per week schedules.

Negative aspects of Plan #2

- Although this plan may provide more 2-day per week modules to satisfy the current demand, the community must still make the adjustment to having 1-, 2-, and 3-day per week classes being held simultaneously in different classrooms.
- This plan may appear to be overly restrictive to those accustomed to teaching outside of official modules.
- The inclusion of 1- 2- or 3-credit classes will continue to have the consequence of rooms sitting empty at various times of the day unless those offering these sections do so in a limited number of classrooms where alternative start and stop times are permitted so as to improve room utilization measures.

Task Force Recommendations: The Task Force recommends that Plan #2 be adopted. We understand that the plan will need to be presented to the university community for debate and potential amendment as part of the process leading to the adoption of this new structure of teaching modules, and we hope this process can be initiated in the very near future.

Plan #3: Extend the week to Saturday

Some members of our community fault the current module matrix because it does not have a sufficient number of large blocks of time in the morning for two-day per week classes.

Specifically, the interest is to have modules on MWF mornings that function as those on TR currently do. Numerous forms of this plan have been presented at various times over the past few years in discussions in various Senate committees. The version reviewed and discussed by the Task Force was originally prepared by an ad hoc course matrix review committee established in the mid-1990s. The Task Force elected to review this plan as part of our current deliberations in an effort to be as thorough as possible. Details of this plan are presented in Appendix F starting on page 34.

This plan called for 2-day per week modules scheduled on MR, TF and WS mornings to resolve this problem. Three-day per week modules could still be scheduled at noon only on a MWR, TWF, MRS, or TFS a basis. To maximize classroom utilization, evening classes would start at approximately 4:30, 6:15 and 8:08 on a MW or TR basis, or at 4:30 or 6:30 on a one-night per week basis.

If there was any clear response for those surveyed in our survey of anticipated needs it was that a proposal calling for substantial teaching on Saturdays would be soundly opposed. Although a few individuals indicated that some classes scheduled on Saturdays could certainly be accommodated, the prospect of having a large portion of our classes scheduled on a Wednesday-Saturday basis was rejected.

Positive aspects of Plan #3

- This plan would certainly increase the number of 2-day per week modules.
- This plan would spread classes over a wider number of days, possibly easing some parking problems.

Negative aspects of Plan #3

- Support staff (clerical workers, public safety, food services) would all be required to modify their schedules to cover a 6-day week, thus potentially stretching these resources thinner than they already are.
- This plan received very little support and very strong opposition from those responding to the Task Force survey.

Task Force Recommendations: The Task Force recommends that Plan #3 be tabled indefinitely. This plan is viewed as being overly radical and undesirable at this point in time. Future growth may require that Oakland look to extending its standard work week through Saturday, but there is little consensus that this action is necessary now.

Summary of All Task Force Recommendations

A summary of all recommendations made throughout this report is provided below:

1. The documents presented in Appendix C ought to be reviewed, amended as necessary, and officially adopted as policy. Periodic reviews of classroom utilization, seat utilization, and balance of schedule across both the week and the class day ought to be conducted by the Office of the Registrar. The results of these reviews ought to be shared with the university community. Periodic reviews of exceptions to guidelines that have been granted in the past ought to be conducted to assess whether the exceptions ought to be continued in light of new circumstances impacting the demand for classroom space.
2. The members of the Task Force recommend that Oakland University obtain R25 and X25 software to centralize scheduling of space on campus and provide a means of efficiently analyzing the use of this space. The potential uses of this software easily extend beyond the issue of the scheduling of classes. Indeed, anyone involved in scheduling meeting spaces in the Oakland Center or the library would benefit by having R25 available. The availability of X25 would greatly facilitate future efforts to monitor the uses of space so that we, as an institution, can grow and manage our limited resources in the most efficient and effective manner possible. In our final meeting, the members of the Task Force concluded that if nothing else came to fruition other than the acquisition of this software, then our time and energy would have been well spent.
3. The Task Force recommends that enrollment growth be discussed in a deliberate manner so that all constituents can become more proactive in planning for the future. Too many respondents indicated that their only option was in reacting quickly to student demand for classes in the future.
4. The Task Force recommends that the resolution from the Student Academic Support Committee to publish class schedules at least 4 terms into the future be abandoned.
5. The Task Force recommends that Plan #1 be considered the minimal form of modification to the existing modules. Our current plan includes too many overlapping and non-standard modules. The presence of these exceptions to the overall structure has complicated the process of scheduling of classes and has resulted in problems where limited classroom resources are not utilized as efficiently as they might be.
6. The Task Force recommends that Plan #2 be adopted. We understand that the plan will need to be presented to the university community for debate and potential amendment as part of the process leading to the adoption of this new structure of teaching modules, and we hope this process can be initiated in the very near future.
7. The Task Force recommends that Plan #3 be tabled indefinitely. This plan is viewed as being overly radical and undesirable at this point in time. Future growth may require that Oakland look to extending its standard work week through Saturday, but there is little consensus that this action is necessary now.

Appendix A: Charge to the Task Force

Charge:

- To review actual current classroom use: when rooms are used, when they are not used, and when particular types of classrooms are used/not used (studios, high-tech, computer classrooms, program-controlled rooms, etc.)
- To identify all differing course delivery patterns (laboratory/studio, 4- vs. 3-credit, online, hybrid, out-of-module F2F, etc., classes) which impact classroom use
- To prepare recommendations to the Senate Steering Committee for scheduling policy changes that will be responsive to academic needs of programs and will simultaneously maximize classroom use for strategic growth
- To evaluate the resolution from the Student Academic Support Committee to publish class schedules at least 4 terms into the future, with the fourth term added on a rolling basis

The review will include, but not be limited to, exploring other schools' experiences with 2-day class schedules (e.g., MTh, TF, WSa); examining opportunities for sharing classrooms with hybrid online classes (or other instructional patterns which systematically leave classrooms empty within modules); proposing policy for adherence to modules; recommending a timeline for classroom modernization; and proposing policy for advance publication of class schedules.

Appendix B: Registrar's Detail of Current Module Matrix

2003 OFFICIAL CLASSROOM MODULES

(4 credit courses)*
(Historical)

FALL AND WINTER SEMESTERS

Primary Modules

Meet Days	Begin	End	Meet Days	Begin	End
MWF	0800	0907	TR	0800	0947
MWF	0920	1027	TR	1000	1147
MWF	1040	1147	TR	0100	0247
MWF	1200	1307	TR	0300	0447
MWF	0120	0227			
MWF	0240	0347			

Meet Days	Begin	End	Meet Days	Begin	End
MW	0330	0517	TR	0330	0517
MW	0530	0717	TR	0530	0717**
MW	0730	0917	TR	0730	0917**

Meet Days	Begin	End	Meet Days	Begin	End
M	0630	0950	M	0600	0920
T	0630	0950	T	0600	0920
W	0630	0950	W	0600	0920
R	0630	0950	R	0600	0920
F	0630	0950	F	0600	0920

Secondary Modules

Meet Days	Begin	End	Meet Days	Begin	End
M	0800	1120**	M	0120	0440**
T	0800	1120**	T	0100	0420**
W	0800	1120**	W	0120	0440**
R	0800	1120**	R	0100	0420**
F	0800	1120**	F	0120	0440**
S	0900	1220	S	0120	0440

Meet Days	Begin	End
M	0530	0850
T	0530	0850
W	0530	0850
R	0530	0850
F	0530	0850

*Three Credit Courses will Utilize Official Module begin times and end prior to Official Module ending times

**See Module Usage Guidelines for additional information regarding usage

Office of the Registrar 12/22/03

Appendix B: Registrar's Detail of Current Module Matrix

GUIDELINES FOR CLASSROOM MODULE USAGE

In order to maximize classroom facilities, when ever possible courses need to be scheduled using the Official Classroom Modules.

Meeting Modules

The Official Meeting Modules contain two separate module groups: **Primary Modules and Secondary Modules.**

The Primary Modules are considered the modules for course offerings that provide for maximum classroom utilization and efficiency and are to be used for the majority of section offerings.

The Secondary Modules while somewhat less efficient, have been provided for those academic units whose curriculum requires alternative meeting schedules. **It is only available to those units** who are restricted for programming reasons. Approval is required from the Office of the Registrar for Secondary Module usage.

Balancing Section Offerings**

When scheduling sections for a semester, an academic unit must utilize modules by balancing meeting days and times as follows:

Morning and afternoon multiple-day modules must be evenly distributed between MWF modules and TR modules.

Single day section offerings must be balanced in a M, W, F or T, R meeting format.

The evening MW/TR module formats of 5:30 pm - 7:17 pm and 7:30 pm - 9:17 pm must be paired together. In the event that the 7:30 pm module is cancelled, the course may be changed to a one evening per week course.

Academic units are encouraged to combine course offering schedules with other Schools or the college to maximize classroom usage and to achieve balanced schedules.

Meeting Schedules Outside of Official Modules

Sections that meet out-of-module must be approved by the Office of the Registrar every semester. Sections that meet out-of-module must begin and end within module meeting times as well offered in a balanced M,W,F or T, R format.

Classroom Allocations

Given current enrollment growth and the shortage of large classrooms as well as classrooms equipped with technology, the Office of the Registrar may find it necessary to allocate classroom assignments. Academic units will be notified of classroom allocations during the early portion of the scheduling process.

Office of the Registrar 12/22/03

NUMBER: Policy# 190

SUBJECT: CLASSROOM SCHEDULING

AUTHORIZING BODY: VICE PRESIDENT FOR ACADEMIC AFFAIRS/PROVOST

RESPONSIBLE OFFICE: REGISTRAR

DATE ISSUED: AUGUST 2005

RATIONALE: The Registrar is responsible for establishing policies and procedures for the scheduling and management of General Purpose Classrooms, as that term is defined below. The result is efficient room utilization, avoidance of scheduling conflicts, and the facilitation of the assignment or reassignment of classrooms due to variances in actual versus projected course enrollment.

DEFINITIONS:

General Purpose Classrooms means any instructional space on the University's Rochester campus, such as classrooms, seminar rooms, lecture halls and conference rooms assigned to the Registrar for class scheduling.

Laboratories means specialized instructional space on the University's Rochester campus, appropriate for academic disciplines such as the sciences, arts, education and business.

Other Instructional Space means seminar and conference rooms on the University's Rochester campus, assigned to specific academic departments. In addition to classes being held in these rooms, departmental meetings and other related events may be scheduled in this space.

POLICY:

General Purpose Classrooms are scheduled on a priority basis for class instruction in support of the academic mission of the institution. All other requests for the use of General Purpose Classrooms are lower in priority.

Laboratories are assigned to academic departments for instruction and research. Given their specialization and the sensitivity of equipment and research, non-laboratory classes are not scheduled in these rooms.

Other Instructional Space is available to the Registrar for class scheduling. The Registrar must submit a request to the appropriate dean for scheduling of Other Instructional Space. The dean or the dean's designee must review the request and notify the Registrar of room availability within a reasonable time.

The Registrar has the authority to review and approve classroom schedules and assignments for compliance with established policies and procedures. This authority includes rescheduling courses and changing General Purpose Classroom assignments for effective and efficient module and classroom utilization. If necessary, the Registrar can also allocate General Purpose Classrooms to academic departments by day/time modules in support of equitable classroom utilization.

Appendix C: Draft of Classroom Scheduling Guidelines

OAKLAND UNIVERSITY CLASSROOM SCHEDULING GUIDELINES

Introduction

Classroom scheduling is a dynamic process requiring reevaluation of class size, equipment specifications, and pedagogical changes each term. The assignment of a specific room at a specific time in a given term will not automatically guarantee a continuing assignment of that space, even if the room was used efficiently. Academic units should not expect to receive the same classroom assignments from term to term.

Classroom facilities are used by students, faculty and staff for programs and activities that are directly related to the educational responsibilities of teaching, research and learning. Every effort is made to ensure that classrooms are assigned equitably, utilized appropriately to accommodate the University's academic and instructional needs. In order to maximize classroom facilities, programs and courses need to be scheduled using the Official Classroom Modules.

These guidelines are designed to ensure that course offerings are scheduled in a manner that permits access to available offerings by the greatest number of students and that allows the best match between the specific instructional needs of the faculty and courses being offered and the existing facilities.

Classroom facilities are a finite resource, and the goal of these policies is to maximize room and seat utilization as well as apply scheduling policies in a consistent and equitable manner. These objectives and classroom utilization expectations apply to all academic departments and classroom space except where previously agreed space has been reserved for a specific faculty, program or course (due to special research and instructional needs/equipment).

Responsibilities

The Office of the Registrar is responsible for efficient and effective and scheduling and utilization of general purpose classrooms. To assist in this responsibility, the Office of the Registrar creates an annual calendar establishing production dates and deadlines for the term Schedule of Classes.

The College and the Schools are responsible for identifying an associate/assistant dean to interact with the Office of the Registrar regarding classroom scheduling. Classroom scheduling requests by academic units are approved and processed by the dean's office and then forwarded to the Office of the Registrar by the associate/assistant dean. The associate/assistant dean is the official contact between the College or School with the Office of the Registrar and all issues regarding courses are to be routed through the associate/assistant dean.

All course changes must be approved by the dean's office before any course changes are accepted by the Office of the Registrar. Departments are required to notify the dean's office regarding course changes as soon as they discover the need for the change. The Office of the

Registrar will not accept changes from departments. Changes to courses after the schedule of classes is finalized must be approved by the Office of the Registrar and the dean's office.

The associate/assistant deans are also responsible for determining class offerings and input of schedule information in a timely way, no later than the specified deadlines.

Class Scheduling

The College and Schools must evenly distribute class offerings over all five days of the week and over the entire class day. Classes must be scheduled proportionally over the modules. Classes using department-controlled classrooms are also required to adhere to module scheduling. Non-credit sections are scheduled after all credit classes are assigned a room.

Meeting Modules

In order to maximize classroom facilities, when ever possible courses need to be scheduled using the Official Classroom Modules.

Official Meeting Modules have been established for Fall and Winter semesters and Spring and Summer terms. The Official Meeting Modules contain two separate module groups: Primary Modules and Secondary Modules. See Attachments official meeting modules and additional information regarding classroom scheduling.

Pass Time Between Classes

Faculty and instructors are responsible for sharing the 13-minute 'pass time' between classes. Every effort should be made to vacate the classroom in a timely way, allowing the following instructor to set-up and prepare, as well as allow the finishing instructor to make final remarks and gather materials. There is no 'ownership' of this time. Students should be encouraged to meet with the instructor during office hours rather than during the 'pass time.' Should conflicts develop, instructors should first attempt to resolve the concerns between themselves. If the result is unsatisfactory, conflicts must be mediated by department chairs.

Final Examinations

Final examinations are held during the official Final Examination Schedule for each semester/term. Final examinations are to be held during this time period only and at no other time. Examinations are held in the regular classrooms according to the exam times shown in the Final Examination Schedule which are listed by meeting module. If class meeting times do not meet within one of the times listed in the examination schedule, the Registration Office should be contacted to arrange for an exam time.

Room Assignment Policies

Credit courses have priority classroom assignments in general purpose classrooms over all other activities. Priority classroom assignments includes course related activities such as supplemental instruction, recitations, etc. Noncredit sections and all other activities will be assigned a general purpose class room on space available basis after credit activity room scheduling has been completed.

The Office of the Registrar will allocate large classrooms for classes with enrollment greater than 60 students. The College/School assistant deans will be notified of large classroom allocations prior to the start of the semester scheduling process.

Accommodations for Disabled Students

The Office of the Registrar works closely with the Office of Disability Support Services to accommodate the needs of disabled students or faculty members. Students register prior to early registration and if necessary classroom assignments are changed to meet student need.

Changes in Classroom Assignments

Academic units can not move a class from an assigned room without prior approval from the dean's office and the Office of the Registrar. In the event of an emergency evacuation of a classroom or building, the Office of the Registrar will attempt to relocate classes to temporary meeting rooms if desired.

Room Size and Configuration

Seating capacity has been determined in accordance with state and city fire marshal safety regulations. Faculty/departments are not to add students beyond the established maximum classroom capacity. If it appears that student demand will surpass the scheduled room, faculty/departments should contact their College/School dean's office to determine if alternate space is available.

Furniture and equipment such as overheads, chairs, and tables are not to be moved from one room to another and the room should be returned to its former configuration if re-arranged during class. If a room does not contain adequate facilities to meet the scheduled maximum enrollment or equipment needs, the instructor should contact the College/School dean's office for assistance.

Appropriate Use of Facilities

Food service is not permitted in general purpose classrooms, and food may only be served outside of classroom facilities. Activities may be denied use of classroom space if it is determined that the nature of the event is inappropriate for the purpose of the classroom.

2006 OFFICIAL CLASSROOM MODULES

(4 credit courses)*
(Historical)

FALL AND WINTER SEMESTERS

Primary Modules

Meet Days	Begin	End	Meet Days	Begin	End
MWF	0800	0907	TR	0800	0947
MWF	0920	1027	TR	1000	1147
MWF	1040	1147	TR	0100	0247
MWF	1200	1307	TR	0300	0447
MWF	0120	0227			
MWF	0240	0347			

Meet Days	Begin	End	Meet Days	Begin	End
MW	0330	0517	TR	0330	0517

Meet Days	Begin	End	Meet Days	Begin	End
M	0630	0950	M	0600	0920
T	0630	0950	T	0600	0920
W	0630	0950	W	0600	0920
R	0630	0950	R	0600	0920
F	0630	0950	F	0600	0920

Secondary Modules

Meet Days	Begin	End	Meet Days	Begin	End
M	0800	1120**	M	0120	0440**
T	0800	1120**	T	0100	0420**
W	0800	1120**	W	0120	0440**
R	0800	1120**	R	0100	0420**
F	0800	1120**	F	0120	0440**
S	0900	1220	S	0120	0440

Meet Days	Begin	End	Meet Days	Begin	End
MW	0530	0717**	TR	0530	0717**
MW	0730	0917**	TR	0730	0917**

M	0530	0850
T	0530	0850
W	0530	0850
R	0530	0850
F	0530	0850

*Three Credit Courses will Utilize Official Module begin times and end prior to Official Module ending times

**See Module Usage Guidelines for additional information regarding usage
Office of the Registrar 10/19/06

GUIDELINES FOR CLASSROOM MODULE USAGE

In order to maximize classroom facilities, when ever possible courses need to be scheduled using the Official Classroom Modules.

Meeting Modules

The Official Meeting Modules contain two separate module groups: **Primary Modules and Secondary Modules.**

The Primary Modules are considered the modules for course offerings that provide for maximum classroom utilization and efficiency and are to be used for the majority of section offerings.

The Secondary Modules while less efficient, have been provided for those academic units whose curriculum requires alternative meeting schedules. **It is only available to those units** who are restricted for programming reasons. Approval is required from the Office of the Registrar for Secondary Module usage.

Balancing Section Offerings**

When scheduling sections for a semester, an academic unit must utilize modules by balancing meeting days and times as follows:

Morning and afternoon multiple-day modules must be evenly distributed between MWF modules and TR modules.

Single day section offerings must be balanced in a M, W, F or T, R meeting format.

The evening MW/TR module formats of 5:30 pm – 7:17 pm and 7:30 pm - 9:17 pm must be paired together. In the event that the 7:30 pm module is cancelled, the course may be changed to a one evening per week course.

Academic units are encouraged to combine course offering schedules with other Schools or the college to maximize classroom usage and to achieve balanced schedules.

Meeting Schedules Outside of Official Modules

Sections that meet out-of-module must be approved by the Office of the Registrar every semester. Sections that meet out-of-module must begin and end within module meeting times as well as be offered in a balanced M,W,F or T, R format.

Classroom Allocations

Given current enrollment growth and the shortage of large classrooms as well as classrooms equipped with technology, the Office of the Registrar may find it necessary to allocate classroom assignments. Academic units will be notified of classroom allocations during the early portion of the scheduling process.

2006 SPRING AND SUMMER SESSION MODULES
(Effective Spring/Summer 2006)

Listed below are the official modules to be utilized when scheduling Spring and Summer Session courses. Please see the criteria listed in the Guidelines for Scheduling Spring and Summer Courses for additional information. Any questions regarding the modules should be directed to Katherine Rowley, Office of the Registrar at x3454.

The modules are:

MWR	0730 am	0935 am*
MWR	0945 am	1150 am*
MWR	1200 pm	0205 pm*
MWR	0215 pm	0420 pm
MWR	0300 pm	0505 pm
MTWR	0800 am	0935 am*
MTWR	0945 am	1120 am*
MTWR	1200 pm	1335 pm
MTWR	0210 pm	0345 pm
MTWR	0400 pm	0535 pm
MW	0830am	1135 am**
MW	0100pm	0420 pm**
TR	0830 am	1135 pm**
TR	0100 pm	0420 pm**
MW	0530 pm	0850pm
TR	0530 pm	0850pm
MW	0630 pm	0950 pm
TR	0630 pm	0950 pm

*Morning modules that meet MTWR or MWR at 9:45 am must be nested together with **either** the module immediately preceding or immediately following the 9:45 am module.

**MW sections must be balanced with a corresponding TR section of the same size and have the same classroom technology needs or a classroom cannot be assigned.

GUIDELINES FOR SCHEDULING SPRING AND SUMMER SESSION COURSES

Due to the growing number of Spring and Summer Session course offerings during peak time periods, it has become necessary to establish course scheduling guidelines.

Listed on the attached page are the modules available for offering courses in general purpose classrooms for Spring and Summer Sessions.

These modules are the **only** modules that are to be used for courses meeting in general purpose classrooms. Module meeting times are not to be modified unless approved by the Assistant Registrar for Classroom Scheduling. As in the past, modules during peak time periods need to be nested together as well as balanced. The following addresses those modules:

MTWR or MWR 9:45 am Modules

Morning modules that meet MTWR or MWR at 9:45 am must be nested together with **either** the module immediately preceding or immediately following the 9:45 am module.

MW or TR Modules

MW or TR modules meeting during the morning, afternoon or evenings must be balanced. MW and TR courses that are balanced must have the same classroom requirements or will not be able to be scheduled.

Academic units should not submit schedules without all courses offered during the above listed modules being nested and/or balanced. In addition, academic units will need to provide a listing of courses that are nested and balanced. Academic units who submit schedules without taking into consideration these guidelines will have the schedules returned to the dean's office for updating.

Module Meeting Times

Questions regarding module usage should be directed to the Assistant Registrar for Classroom Scheduling, Office of the Registrar at x3454.

Appendix D: Details of Plan #1 – Modifications to the Existing Modules

Meet 3 days per week

A	MWF	0800	0907
B	MWF	0920	1027
C	MWF	1040	1147
D	MWF	1200	1307
E	MWF	0120	0227

Meet 1 day per week

AM	M	combine A+B+C above	
AW	W	combine A+B+C above	
AF	F	combine A+B+C above	
CM	M	combine C+D+E above	
CW	W	combine C+D+E above	
CF	F	combine C+D+E above	
FF	F	0300	0650

Constraints: to use any of the first six of these modules the unit must schedule at least two of AM, AW or AF; the unit must schedule CM, CW and CF as a set; FF may be scheduled without constraint

Meet 2 days per week (daytime)

F	MW	0330	0517
I	TR	0800	0947
J	TR	1000	1147
K	TR	0100	0247
L	TR	0300	0447

Constraints: units may not schedule more than 20% of their total course offerings in modules J and K

Dedicated SI times during the day

Z1	M	0235	0320
Z2	W	0235	0320
Z3	T	1200	1245
Z4	R	1200	1245

Constraints: it may not be possible to schedule SI sessions immediately before or after regular class meetings

Meet 2 days per week (evening)

G	MW	0530	0717
H	MW	0730	0917
M	TR	0530	0717
N	TR	0730	0917
P	MW	0500	0647
Q	MW	0700	0847
R	TR	0500	0647
S	TR	0700	0847

Constraints: G-H, M-N, P-Q and R-S must be scheduled as pairs by the unit; P, Q, R, and S are secondary modules to be used only by units able to demonstrate that a 'night' class must start this early

Meet 1 night per week

NM	M	0630	0950
NT	T	0630	0950
NW	W	0630	0950
NR	R	0630	0950
EM	M	0530	0850
ET	T	0530	0850
EW	W	0530	0850
ER	R	0530	0850

Constraints: the number of classrooms assigned to 0630 and 0530 modules may vary with need

Dedicated SI times during the evenings

Z5	M	0500	0545
Z6	T	0500	0545
Z7	W	0500	0545
Z8	R	0500	0545

Constraints: it may not be possible to schedule SI sessions immediately before or after regular class meetings

Table 7: Default 4 Credit Modules

Time	Monday	Tuesday	Wednesday	Thursday	Friday
0800	A AM AB	I	A AW AB	I	A AF
0900	B		B		B
1000	C CD	J	C CD	J	C CF
1100	CM		CW		
1200	D	Z3	D	Z4	D
0100	E DE	K	E DE	K	E FF
0200					
0300	F	L	F	L	
0400					
0500	P G EM Z5	R M ET Z6	P G EW Z7	R M ER Z8	
0600	NM	NT	NW	NR	
0700	Q H	S N	Q H	S N	
0800					
0900					

Note: 5 three day/week modules
 8 two day/week modules in daytime (4 on MW, 4 on TR)
 7 one day/week modules in daytime (2 on MW, 3 on F)
 4 two night/week modules (2 on MW, 2 on TR)
 4 one night/week early modules (MTWR)
 4 one night/week late modules (MTWR)
 8 designated SI blocks (45 minutes each MTWR afternoon and evening)

Appendix E: Details of Plan #2 – A More Flexible Set of Modules

Table 8: Modules of Plan #2

Day Modules begin at 8:00 am, end before 5:15 pm
13 minute breaks between modules not shown

<u>3 per week (MWF)</u>	<u>2 per week (TR)</u>
AAA 800 – 907	HH 800 – 947
BBB 920 – 1027	II 1000 – 1147
CCC 1040 – 1147	Z1/Z2 1200 – 1245 (SI)
DDD 1200 – 107	JJ 100 – 247
EEE 120 – 227	KK 300 – 447
FFF 240 – 347	
GGG 400 – 507	

<u>2 per week (MW)</u>	<u>paired with</u>	<u>1 per week (F)</u>
LL 800 – 947		L 800 – 1120
MM 1000 – 1147		Z5 1135 – 100 (SI)
Z3/Z4 1200 – 1245 (SI)		
NN 100 – 247		N 120 – 440
OO 300 – 447		

<u>1 per week (M)</u>	<u>paired with</u>	<u>2 per week (WF)</u>
P 800 – 1120		PP 800 – 947
Z8 1135 – 100 (SI)		QQ 1000 – 1147
		Z6/Z7 1200 – 1245 (SI)
R 120 – 440		RR 100 – 247
		SS 300 – 447

<u>1 per week (S)</u>
SA 800 – 1120
SP 120 – 440

Night Modules begin at 5:30, 6:30 or 7:30 pm
13 minute breaks between modules

<u>2 per week (MW)</u>	<u>two sets of pairs</u>	<u>and (TR)</u>
TT 530 – 717 MW		VV 530 – 717 TR
UU 730 – 917 MW		WW 730 – 917 TR

<u>1 per week (M, T, W, R)</u>	<u>Z9/Z10/Z11/Z12</u>	<u>515 – 615 (SI)</u>
A 530 – 850	E 630 – 950	
B 530 – 850	F 630 – 950	
C 530 – 850	G 630 – 950	
D 530 – 850	H 630 – 950	

Day Modules per week: 7 three day (MWF)
 12 two day (MW, TR, and WF)
 4 one day (am and pm on each of M and F)

Night Modules per week: 4 two nights (MW and TR pairs)
 4 one night (M, T, W, R starts at 5:30)
 4 one night (M, T, W, R starts at 6:30)

Supplemental Instruction: 8 lunch modules and 4 dinner modules

Lost (unscheduled) time: Friday after 5:07; also expect 'N' to be low use

**Table 9: Plan #2
Presented by Time of Day**

DAYS	TR	M + (WF)		(MW) + F		S
MWF		P	PP	LL	L	SA
AAA 800-907	HH 800-947	P 800-1120	PP 800-947	LL 800-947	L 800-1120	SA 800-1120
BBB 920-1027						
CCC 1040-1147	II 1000-1147		QQ 1000-1147	MM 1000-1147		
DDD 1200-107						
EEE 120-227	JJ 100-247	R 120-440	RR 120-440	NN 100-247	N 120-440	SP 120-440
FFF 240-347	KK 300-447		SS 300-447	OO 300-447		
GGG 400-507						
NIGHTS		1 per week EARLY	1 per week LATE			
2 per week		M, T, W, R	M, T, W, R			
MW	TR	XM 530-850	YM 630-950			
TT 530-717	VV 530-717	XT 530-850	YT 630-950			
		XW 530-850	YW 630-950			
		XR 530-850	YR 630-950			
UU 730-917	WW 730-917					

Appendix F: Details of Plan #3 – Extend the Week to Saturday

Specific suggestions made in the original document:

1. Move to a modified module that allows for MR, TF, and WS 4 credit classes similar to the TR schedule. This revised module will continue to accommodate 1-day, 2-day, 3-day, and 4-day classes but also one-day classes and labs better. The revised module matrix is detailed below
2. Propose this change to stimulate debate on the modules to increase the awareness of the standard modules and why they are there. Hopefully this will increase the use of either the old or the new standard modules.
3. We would recommend that we start moving the revised Module Matrix through the units and the governance process to begin the debate.

Rationale:

One of the problems is that there are not big blocks of time in the morning for 2- day a week four credit classes on MW similar to the TR modules. Certainly in SBA, the scheduling problems for faculty could be eased if we had a two-day MW schedule similar to TR. This would also provide bigger blocks of time within module for morning labs and morning 1-day a week classes as are common in Education.

Notes:

1. 12-1 meeting times continue on all five days, though three credit classes could be scheduled MWF 12 to disappear. Currently classes are scheduled then anyway.
2. six credit classes fit in on MWR and TWF given that Wed will be available since it is matched with Sat.
3. three day MWF classes fit in at noon or MWR or TWF, or MRS or TFS.
4. three credit classes fit on two days in these time slots.
5. Break between day classes is standard 12-13 minutes.
6. Lose two MWF (G) slot, but gain two WS slots.
7. Add F night 5-8:20 pm and 6:30-9:50 pm slots.
8. All modules assume 200 min/wk for a four credit class with no breaks built-in to the class period. We assume faculty will provide a break as needed.

Table 10: Proposed Two-Day/Six Days Per Week Matrix

									3/6/96
Module		Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Minutes
Day	8:00 am								
A. F. K	8:00-9:40 am	A	F	K	A	F	K	none	200
	9:40-9:43am	break							13
B. G. L.	9:53-11:33am	B	G	L	B	G	L	none	200
	11:33-11:15 am	break							12
C. H.	11:45-12:35pm	C	H	C	H	C	none	none	150 100
	12:35-12:48 pm	break							13
D. I. N	12:48-2:28 pm	D	I	N	D	I	N	none	200
	2:28-2:40 pm	break							12
E. J. O.	2:40-4:20 pm	E	J	O	E	J	O	none	200
	4:20-4:32pm	break							12
Evening - Early 2 Night:		-----	-----	-----	-----	-----	-----	-----	-----
YA. YD.	4:32-6:02 pm	YA	YD	YA	YD	XE	none	none	200
	6:02-6:15pm	break							13
YB. YE.	6:15-7:55pm	YB	YE	YB	YE	XE	none	none	200
	7:55-8:08 pm	break							13
YC. YF	8:08-9:48 pm	YC	YF	YC	YF	XE	none	none	200
Evening-Late 2 Night:		-----	-----	-----	-----	-----	-----	-----	-----
YG. YI.	5:35-7:15 pm	YG	YI	YG	YI	XE	none	none	200
	7:15-7:30 pm	break							15
YH. YJ.	7:30-9:10 pm	YB	YE	YB	YE	XE	none	none	200
Evening - Early 1 Night:		-----	-----	-----	-----	-----	-----	-----	-----
XA. XB. XC. XD. XE.	4:30-7:50 pm	XA	XB	XC	XD	XE	none	none	200
Evening-Late 1 Night:		-----	-----	-----	-----	-----	-----	-----	-----
XF. XG. XH. XI. XJ.	6:30-9:50 pm	XF	XG	XH	XI	XJ	none	none	200

Table 11: Proposed Two-day four credit course schedule matrix

Module	Mon	Tues	Wed	Thurs	Fri	Sat	
A: MW(F) 8:00 – 9:40	A		A		A (6)	SAT AM 9:00- 12:20	
H: TR 8:00 – 9:40		H		H			
Break 9:40 – 9:55							
B: MW(F) 9:55 – 11:35	B		B		B(6)		
I: TR 9:55 – 11:35		I		I			
Break 11:35 – 11:50							
C: MW(F) 11:50 – 1:30	C		C		C(6)		
J: TR 9:55 – 11:35		J		J			
Break 11:35 – 11:50							
D: MW(F) 1:45 – 3:25	D		D		D(6)	SAT PM 1:00 – 4:20	
K: TR 1:45 – 3:25		K		K			
Break 3:25 – 3:40							
E: MW 3:40 – 5:20	E		E		E(6)		
L: TR 3:40 – 5:20		L		L			
Start 1 Night 5:00 pm							
Break 5:20 – 5:30						open	
Yx: Night 5:00 – 8:20		YM	YT	YW	YR		YF
YA: MW 5:30 – 7:17	YA			YA			
YD: TR 5:30 – 7:17			YD		YD		
Break x – 6:00 pm							
XA: MW 6:00 – 7:47	XA			XA			
XD: TR 6:00 – 7:47			XD		XD		
Start 1 night 6:30 pm							
Break 7:17 - 7:30							
YG: MW 7:30 – 9:17	YG			YG			
YK: TR 7:30 – 9:17			YK		YK		
Break 7:47 – 8:00							
XG: MW 8:00 – 9:47	XG			XG			
XK: TR 8:00 – 9:47			XK		XK		
Xn: Night 6:30 – 9:50		YM	YT	YW	YR		YF
End at 8:20 pm							
End at 9:17 pm							
End at 9:47 pm							

Table 12: Proposed Three-day four credit course schedule matrix:

Module	Mon	Tues	Wed	Thurs	Fri	Sat
A3: MWF 8:30 – 9:07	A3		A3		A3	
H3: TRS 8:30 – 9:07		H3		H3		H3
Break 9:40 – 9:55						
B3: MWF 10:00 – 11:07	B3		B3		B3	
I3: TRS 10:00 – 11:07		I3		I3		I3
Break 11:35 – 11:50						
C3: MWF 11:50 – 12:57	C3		C3		C3	
J3: TRS 11:50 – 12:57		J3		J3		J3
Break 1:30 – 1:45						
D3: MWF 1:45 – 2:42	D3		D3		D3	Sat pm 1 – 4:20
K2: TR 1:45 – 3:32		K2		K2		
Break 3:25 – 3:40						
E3: MWF 3:40 – 4:47	E3		E3		E3	
L2: TR 3:40 – 5:27		L2		L2		

Evening classes as presented in previous matrix.

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