

## Senate Council Ad Hoc Committee on Calendars

April 23, 2012

### Faculty Volunteers

Margaret Bausch (ED/Special Ed & Rehabilitation Counseling), chair  
Jonathan Allison (AS/English)  
David Atwood (AS/Chemistry)  
Clayton Thyne (AS/Political Science)  
Sharon Lock (NU)

### Background

The SC was concerned about non-standard (summer) calendars being used in a handful of colleges. Specifically, SC members mentioned issues such as fees and billing, student enrollment, liability, grade entering, and the need for manual adjustments to accommodate such courses. The issue of course load calculation with six-week courses is also something this group could consider.

The SC Ad Hoc Committee on Calendars (CoC) will likely be asked to report back to the SC by the end of the academic year, or early in 2012-13, to offer recommendations, etc.

### Charge

To explore whether four- and eight-week configurations during the summer were adequate and if not, propose what other configurations could be made.

### Activities

- Meeting with Hollie Swanson and Shelia Brothers
- Meeting with Jacqueline Hager (Student Services Director)
- Meeting with Connie Baird (Distance Learning)
- Committee meetings (2/2/12, 2/16/12, 3/1/12, 3/8/12, 3/29/12, 4/23/12)
- Meeting with a representative from Student Health Fees and Student Health Insurance, Anne Welch (4/23/12)
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### College Issues

- Courses, particularly summer courses, begin when graduate students are still teaching in public schools and end after their obligations begin with school districts. (College of Education)
- Clinics and clinical rotations are difficult to compress into a standard calendar. (College of Nursing)
- Undergraduate students drop a course mid semester and are unable to add another course to maintain full time status (student loans), unable to stay on track to graduate, and appear to be at a high risk for dropping out of the university. (College of Arts and Sciences)

- Students in distance learning programs are often required to attend a summer institute to demonstrate skills, obtain hands-on experiences with equipment, etc. Students cannot afford to live away from home for an entire summer or semester. (Multiple colleges)
- Variable length, asynchronous courses for students on leave for military service (especially the National Guard). This would be particularly beneficial for students who cannot complete a course in the semester. The colleges offering such courses would work with distance learning. (Multiple Colleges)
- There are two weeks in the year that are outside the academic calendar. Colleges would like to incorporate these two weeks into one of the academic semesters. (Multiple Colleges)

#### Distance Learning Issues

- Flexible calendar (classes do not always meet on designated days and times)
- Students complete courses at different rates
- Standard courses are not “Military-friendly”

#### Registrar Issues

- The Admissions and Registrars office is willing to support an alternate academic calendar.
- A&R is unable to do so without the technology support needed to administer the processes.

#### General Consensus of the Committee

- The highly structured university calendars (summer and academic year) are not meeting the needs of students (undergraduate and graduate).
- Not all courses and course content (distance learning and traditional) fit in a rigid 16 week, 8 week, or 4 week structure.
- Adopt a structure that would allow courses during the Fall, Spring, and Summer semesters to meet in accelerated formats of varying lengths.
- Develop an algorithm for deadlines and milestones for courses that would facilitate the development of an alternate calendar. (See spreadsheet for a sample of the deadlines currently in place for a 16 Week semester and those that would be in effect for 12, 8, 6, 4, 2, and 1 week formats. Other formats would follow the same algorithm.)
- Consider three sessions – Fall, Spring, Summer that will include the two weeks currently not in an academic session (mid August) in the Summer session. All sessions will allow for full or accelerated courses of varying lengths that follow the proposed procedures for (a) Full refunds, (b) Withdrawal or reduced course load, (c) Drop/Not on transcript, (d) Change of type of grade, and (e) Withdraw or reduce course load with 50% refund.
- There should be one registrar that administers the calendar for the units on campus that currently adhere to the “University Calendar”.
- Admission to the University should remain on a standardized schedule. In other words, students must be enrolled in the university by the deadline in

order to take a course during the semester regardless of the start date of the course.

- According to University Health Service Representative, Anne Welch, Student health fees and student health insurance will not pose a problem if the university adopts an alternate/flexible calendar. Currently the student health insurance periods are:
  - 8/26-10/29
  - 10/29-1/1
  - 1/1-3/26
  - 3/26-6/11
  - 6/11-8/26

Benefits

- Allows students more flexibility in dropping courses, adding courses, and changing from part-time to full-time.
- Generate revenue when students change from part-time to full time
- Possible revenue source if fees are assessed for adding classes after the initial registration window.

# University Ad Hoc Calendar Committee Proposal

Course Time Period		Deadlines/Milestones				
Undergraduate	Full Refund	Withdraw or reduce course load 80% refund	Drop/Not on Transcript	Change type of grade (letter, P/F, Credit, Audit)	Withdraw or reduce course load 50% refund	
	11-Jan	10-Jan	18-Jan	1-Feb	1-Feb	8-Feb
<b>Full Semester</b>	Day before class starts	7 days after class starts (4 business days)	21 days after class starts (14 business days)	21 days after class starts (14 business days)	21 days after class starts (14 business days)	28 days after class starts (19 business days)
Number of total days			103	103	103	103
Percent of total days			6.8%	20.4%	20.4%	27.2%
Number of business days			72	72	72	72
Percent of business days			5.6%	19.4%	19.4%	26.4%

<b>12 Week</b>	Day before class starts	6 days after class starts (3 business days)	17 days after class starts (12 business days)	17 days after class starts (12 business days)	17 days after class starts (12 business days)	23 days after class starts (16 business days)
Number of total days			84	84	84	84
Percent of total days			7.1%	20.2%	20.2%	27.4%
Number of business days			60	60	60	60
Percent of business days			5.0%	20.0%	20.0%	26.7%

<b>8 Week</b>	Day before class starts	4 days after class starts (2 business days)	11 days after class starts (8 business days)	11 days after class starts (8 business days)	11 days after class starts (8 business days)	15 days after class starts (10 business days)
Number of total days			56	56	56	56
Percent of total days			7.1%	19.6%	19.6%	26.8%
Number of business days			40	40	40	40
Percent of business days			5.0%	20.0%	20.0%	25.0%

<b>6 Week</b>	Day before class starts	3 days after class starts (2 business days)	8 days after class starts (7 business days)	8 days after class starts (7 business days)	8 days after class starts (7 business days)	11 days after class starts (9 business days)
Number of total days			42	42	42	42
Percent of total days			7.1%	19.0%	19.0%	26.2%
Number of business days			35	35	35	35
Percent of business days			5.7%	20.0%	20.0%	25.7%

<b>4 Week</b>	Day class starts	2 days after class starts (1 business days)	6 days after class starts (3 business days)	6 days after class starts (3 business days)	6 days after class starts (3 business days)	7 days after class starts (4 business days)
Number of total days			28	28	28	28
Percent of total days			7.1%	21.4%	21.4%	25.0%
Number of business days			16	16	16	16
Percent of business days			6.3%	18.8%	18.8%	25.0%

N/A

<b>2 Week</b>	Day class starts	1 days after class starts (1 business days)	1 days after class starts (1 business days)	1 days after class starts (1 business days)	3 days after class starts (2 business days)
Number of total days		14	14	14	14
Percent of total days		7.1%	7.1%	7.1%	21.4%
Number of business days		10	10	10	10
Percent of business days		10.0%	10.0%	10.0%	20.0%

N/A?

<b>1 Week</b>	Day class starts	N/A	N/A	N/A	1st day of class
Number of total days		5	5	5	5
Percent of total days					20.0%
Number of business days		5	5	5	5
Percent of business days					20.0%

<b>1 Week</b>	Day class starts	1 days after class starts (1 business days)	1 days after class starts (1 business days)	1 days after class starts (1 business days)	1 day after class starts (1 business day)
Number of total days		5	5	5	5
Percent of total days		20.0%	20.0%	20.0%	20.0%
Number of business days		5	5	5	5
Percent of business days		20.0%	20.0%	20.0%	20.0%