

# **Course Scheduling Principles**

*August 1, 2014*



## SUNY Cortland Standard Class Meeting Times

Colleges and departments are required to build the class schedule using the standard meeting patterns.

<b>Daytime Schedule: Fall and Spring Terms</b>			
<b>Monday, Wednesday &amp; Friday</b>		<b>Tuesday &amp; Thursday</b>	
<b>Start</b>	<b>End</b>	<b>Start</b>	<b>End</b>
7:00 AM *	7:50 AM *	8:30 AM	9:45 AM
8:00 AM	8:50 AM	10:05 AM	11:20 AM
9:10 AM	10:00 AM	11:40 AM	12:55 PM
10:20 AM	11:10 AM	1:15 PM	2:30 PM
11:30 AM	12:20 PM	2:50 PM	4:05 PM
12:40 PM	1:30 PM	Grey shading indicates peak times. Striped areas indicate additional high-demand times. Please note that 4:20-6:50 on all days is also a peak time for graduate-level courses.	
1:50 PM	2:40 PM		
3:00 PM	3:50 PM		

<b>Evening Schedule: Fall and Spring Terms</b>			
<b>Monday &amp; Wednesday (2 Days)</b>		<b>Tuesday &amp; Thursday (2 Days)</b>	
<b>Start</b>	<b>End</b>	<b>Start</b>	<b>End</b>
4:25 PM	5:40 PM	4:25 PM	5:40 PM
6:00 PM	7:15 PM	6:00 PM	7:15 PM
7:00 PM	8:15 PM	7:00 PM	8:15 PM
8:15 PM	9:30 PM	8:15 PM	9:30 PM
<b>Monday OR Wednesday (1 Day)</b>		<b>Tuesday OR Thursday (1 Day)</b>	
<b>Start</b>	<b>End</b>	<b>Start</b>	<b>End</b>
4:20	6:50	4:20	6:50
5:45	8:15	5:45	8:15
7:00	9:30	7:00	9:30

\* Dean's approval required.

## Objectives

The guidelines for class scheduling are affirmed by the provost and school deans, and implemented by the registrar.

General objectives in building the schedule of classes include providing workable schedules for students by departments, ensuring access to courses by students, and making the best and most efficient use of classrooms and campus instructional spaces. These guidelines are also established to reduce additional overhead and rescheduling efforts created by overscheduling, and to respond to a reduction in classroom inventories.

## Scheduling Constraint Guidelines and Schedule Balance

### Peak Time Guidelines

Departments should schedule only up to 50% of space-consuming sections during peak periods. Peak scheduling should be distributed evenly across days (MWF and TR); however the school dean may work between departments within the school to balance departments across days. The school dean may seek to achieve the best balance school-wide based on all data submitted. For example, departments seeking primarily Tuesday-Thursday schedules may be balanced against a department primarily seeking Monday-Wednesday-Friday scheduling provided the best balance is still achieved.

Peak periods are represented by grey shaded times on the “*SUNY Cortland Standard Class Meeting Times*” document. Departments may be asked to reduce these numbers further by the school dean if scheduling constraints are not offset by specialized space.

Course creator balance estimates are provided and are based on the best estimate from the available data submitted by the department. All courses that consume space on campus in general and priority classrooms (GPC, PPC) and computer labs are included in the estimates provided on the Course Creator. Courses that meet in special purpose classrooms (SPC), athletic fields, sports facilities, laboratories, and off campus locations (including SUNY Cortland Downtown and MVCC) will not be counted in the estimates.

Zero credit sections (discussion sections, recitations, etc.) and any lab offered in special purpose classroom space do not count toward peak estimates. If a section meets at a time different from the lecture time in a special purpose classroom, only the lecture time is counted in determining conformity with the time constraint. One day per week sections in special purpose classrooms should conform to the standard schedule by scheduling sections across days at the same time (example: one-day-per-week sections [01,02,03] meet MWF at the same time) whenever it is feasible to maximize space utilization.

For purposes of percentages and counts of courses scheduled, cross-listed courses count only for the department “owning” the course (generally the instructor’s “home department”). Departments must identify the owner during the course building process using the owner column on the course creator.

### Large Classrooms

Due to the limited number of large classrooms, departments should attempt to schedule no more than three sections with 50 or more students during any single time period. Please note that additional constraints exist on lower campus (Professional Studies and Park Center), where there are only two lecture-class rooms. Departments may be asked to reduce sections with 50 or more students by the school dean if scheduling constraints emerge.

### Optimal Utilization of Special Purpose Classroom (SPC) Locations

To help alleviate scheduling constraints, departments with a significant number of special purpose classrooms (SPC) should seek to fully schedule the space. Departments are encouraged to use specialized spaces as an option for course placement, particularly when spaces may serve a dual purpose. The school dean will work with departments to best utilize space and to provide additional openings in general and priority rooms.

### Guidelines For Standard Times

- (1) **Non-Standard Times (NST):** All classes should be scheduled within the standard meeting patterns identified on the “*SUNY Cortland Standard Class Meeting Times*” document. Non-standard times should be used for labs, recitations, supplemental sections and other sections that occur in specialized space. Non-standard times are permitted only if approved by the Dean, and will be placed after standard time placements are made. Courses

requesting standard times take precedence over non-standard times in placement.

- (2) **One-Day-Per-Week and Hybrid Courses:** Full credit (3+ hours, credit bearing) sections meeting one day per week must meet in an established standard time on the standard schedule. This includes standard hybrid courses, where a face-to-face meeting occurs once per week. In the case of 1 to 2 credit hour courses, requiring one day per week meetings (example: INT courses which are 1-2 credits), the school dean (or provost) and department will schedule these courses to occur across days at the same time (Example: section 001 meets Monday at 3pm, 002 meets Wednesday at 3pm and 003 meets Friday at 3pm). Due to space constraints, day per week course (hybrid included) cannot occur during peak periods unless they occur across days as described here.

**Note:** No TBA/TBD listings for days or time should be submitted for sections requiring classroom assignments. (Independent study, fieldwork, and directed learning courses are exempted.)

### **Back-to-Back Placements**

Back-to-back classes are optimally located in the same room, however due to scheduling constraints only the same building can be ensured. Due to scheduling constraints, back-to-back courses in sequences of three or more are appreciably less likely to be able to be scheduled in the same room or building. In the case of three or four-way back-to-back sections no guarantees of same room or same building assignments can be made, unless the department elects to place the sections within specialized or priority spaces managed by the department. Back-to-back courses in sequences of three or more have lower priority than standard (2 section) back-to-back requests in scheduling assignments.

Departments with the highest percentage of back-to-back requests may be asked to reduce the number of requests in a semester schedule in the event of scheduling conflicts or space constraints at given time periods.

In some cases, an ADA accommodation may require that a course be placed in the same room. ADA accommodations should be placed in priority rooms managed by the academic department unless the room does not match the size and technology requirements of the course. ADA mandated back-to-back accommodations must be honored, should be located in the same room (when required), and should be made before other assignments by the academic department.

### **Inactive Courses**

Because zero enrollment courses may be more easily rescheduled, inactive or “hidden” courses that will not accept enrollment during pre-registration are not assigned a classroom at initial scheduling. Once sections accept registration, a classroom can be assigned. Exceptions to this include only courses that are reserved for incoming students as approved by the school dean, or courses that exist as part of a learning community or required block schedule.

**NOTE:** Departments wishing to reactivate a section in a later term do not need to retain sections as inactive offerings. At the close of registration all inactive offerings that have no enrollment (with the exception of student teaching, research, and fieldwork) will be removed from Banner.

### **Online, Hybrid and Blended Course Scheduling**

Hybrid courses must meet once weekly on campus to be considered hybrid under SIRIS and SUNY policy. If a class meets less than once per week in a physical location, it will be considered a "blended" course.

Online: courses that meet exclusively online.  
Hybrid: courses that meet both online and in person, with a substantial in-person meetings (1x week).  
Blended: courses that meet both online and in person, with infrequent in-person meetings (< 1x week).

Online and blended courses cannot be scheduled using Banner. Instructors meeting infrequently (less than once-per-week) must make a request via the EMS system based on available space. Notes can be placed on the schedule, however the Registrar's Office cannot schedule infrequent, non-patterned course meetings (excluding hybrid courses meeting weekly).

### **Independent Study**

Independent study sections are created on demand. Only when a department projects enrollment, lists the course at pre-registration for enrollment, and has identified the course topic, instructor and population will the section will be built at course building. Excluded from this guideline are program-required independent study sections, or when “holder” course arrangements exist.

## Room Categories and Placement Principles

### General Purpose Classrooms (GPC)

General-purpose classrooms are scheduled by the Registrar's Office only, are open for use by all departments at the college, and may not be dedicated or specialized without the Provost's approval. General Purpose classrooms are scheduled based on the criteria below. The principles below are also used to place faculty in unused timeframes in priority placement rooms where the time has been released to the Registrar's Office by the school dean or department.

A course model prioritizes rooms based on a step-wise process. Items listed among the lowest priorities have less likelihood of being accommodated, particularly in peak and demand times. Specific room *exclusions* identified by preference without a faculty member having an accommodation restricting the use of a room or location; or another specific issue that was explicitly identified by the school dean, is not considered in the room model.

HIGHEST PRIORITY	
(1)	Room Size (Based on Submitted Section Capacity)
(2)	Required Accommodation *
(3)	Technology Request (Inc. Chalkboard/Whiteboard if Identified) **
(4)	Location Preference ([i] Region [ii] Area [iii] Building)
(5)	Back-to-Back Colocation ([i] building [ii] room)
(6)	Layout (Tables v. Tablets)
LOWEST PRIORITY	

\* In the event that a properly sized room is not available to suit an ADA accommodation, the ADA accommodation will take the highest priority. ADA accommodations must be placed within priority rooms managed by the academic department unless the room does not match the size and technology requirement of the course.

\*\* In the event of an HR-documented chalk allergy, this will take the highest priority in excluded placement options.

\*\*\* In limited documented cases, *locations within the building* may be a factor in accommodations.  
(Example: elevator access required)

Courses adhering to standard times take precedence over non-standard times (NST) in general space. Standard back-to-back sections are placed prior to three and four-way back-to-back sections. Inactive courses are not placed using the model, and may be placed manually when the section begins accepting enrollment.

### Campus Areas

To facilitate placement, the campus is divided into specific building group areas, in addition to campus regions:

REGION: LOWER CAMPUS	REGION: UPPER CAMPUS	REGION: CORTLAND
AREA A	AREA C	AREA G
Professional Studies Building Park Center	Dowd Fine Arts Moffett Center Old Main	Beard Building Interfaith Center McDonald House McDonald Sports Complex Taylor Leadership House
AREA B	AREA D	
Lusk Field House Athletic Fields	Bowers I Bowers II Sperry Center	
	AREA E	
	Cornish Education Building Van Hoesen	
	AREA F	
	Corey Union Dragon Hall Glass Tower	

### **Priority Placement Classrooms (PPC)**

The academic department creates schedules for the priority placement classrooms they manage. PPC placements must be approved by the dean and processed by the registrar. Departments will use the *Priority Placement Worksheet* to request placements.

1. Sections must meet a 70% utilization threshold. (Example: a 50-seat room must not have sections with student caps lower than 35).
2. ADA accommodations must be placed within priority rooms managed by the academic department unless the room does not match the size and technology requirements of the course.
3. Placements must span the entire academic day. Departments must submit the Priority Placement Worksheet to the Dean when presenting the schedule of classes for approval. Rooms must be fully utilized by the department or through other sharing arrangements approved by the school dean to retain priority placement status.
4. If a department cannot fully utilize a priority room in a given term, the openings become available to the school dean, who may approve the assignment of other sections at the unused timeframes. The school dean may also release the unused times to the registrar for general placement.
5. Departments may request that a classroom be designated as a priority placement room by presenting a request to the school dean with a draft placement worksheet. The school dean, with provost approval, may designate priority placement rooms within the school when full utilization can be assured.

### **Special Purpose Classroom (SPC)**

Special purpose rooms are rooms that are (1) single use, (2) secured equipment rooms, (3) labs, (4) observation/experiment spaces, or (5) studios. Because of the variable nature of SPCs and the dedication of space, worksheets do not need to be provided to the registrar. Deans may require additional worksheets or scheduling information as required by school policy or school/department needs. The school dean, with provost approval, may designate special purpose rooms.

NOTE: Though a department can determine the schedule for SPCs, assignments must still be entered into Banner/EMS for utilization rates, PSI calculations, and campus emergency services and notifications.

## Requesting Room Changes

The following assignment *types* occur:

- **Standard GPC (General Purpose Placement)** – a faculty member has been placed in a general room using the GPC criteria, having not been assigned to an SPC or PPC by the department.
- **Standard PPC (Priority Placement Classroom Placement)** – the department has placed their own faculty member in a priority placement room assigned to the department.
- **Space Allowing PPC (Priority Placement Classroom Placement)** – a department has been placed in another department's PPC due to the lack of use at a given timeframe.
- **Standard SPC (Specialized Placement Classroom Placement)** – the department has placed their own faculty member in a specialized room assigned to the department.
- **Exceptional SPC (Specialized Placement Classroom Placement)** – a department has been placed in another department's SPC by agreement with the assigned department or Dean.

### Re-Assignment and Classroom Change Requests in GPCs or Space Allowing PPCs

While the room model attempts to create optimum placements for faculty based on available data and resources, it is not possible to meet all criteria or requests based on room availability and constraints.

Please note that factors with the lowest priority (in the GPC model, above) are those most likely to not be accommodated. In these instances, the department must work within department assignments and/or with the school dean to find an alternate location by using resources within other departments in the school. Generally these circumstances are resolved by exchanging rooms with other faculty members or departments.

Please note that specific room *exclusions* identified without a faculty member having an accommodation specifically restricting the use of a room/location/feature; or another specific restriction that was explicitly authorized by the school dean, cannot be considered in room models and placement.

The Registrars Office will reschedule sections if the department and school dean provide a resolution/re-assignment using resources and options available internally or through discussion with other departments/schools. Requests for reassignment in a general-purpose location must be made to the dean.

PROCESS: The school dean may notify or make the request of the Registrar's Office by email, copying the chair and/or instructor.

### Re-Assignment or Classroom Change Requests for Standard PPCs

Departments are responsible for providing priority placement assignments via the priority placement worksheet. Because full utilization is required, departments should work with the school dean to reassign any sections in PPCs.

PROCESS: The department may notify the Registrar's Office by email, copying the school dean if a reassignment within a PPC required.

### Re-Assignment or Classroom Change Requests for Standard SPCs and Exceptional SPCs

Departments are responsible for providing placement assignments in SPCs based on their needs. Course section assignment changes may be referred directly to the registrar. The department must resolve SPC time conflicts or assignment issues internally.

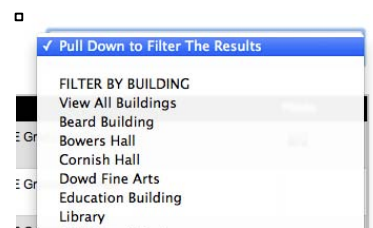
PROCESS: Dean's approval is not required unless changes occur across departments or schools. Changes may be submitted directly to the Registrar's Office via email.

## Online Instructional Space Inventory System

The online instructional space inventory system provides details about rooms, their capacity, features and categories. The system is located on the Registrar's web site.

<http://webapps1.cortland.edu/scheduling/space/>

The viewing functions allow users to view the classroom inventory using a series of filters. Filters include room display by size, feature and category. In addition to basic details, most rooms have advanced feature information, which includes technology features and other pertinent characteristics of the room.



## Current Priority Placement Classrooms (7/2014)

Please view the online inventory for the most up-to-date information. Departments may request that a classroom be designated as a priority placement room by presenting a request to the school dean with a draft placement worksheet. The school dean, with provost approval, may designate priority placement rooms within the school when full utilization is possible.

Building	Room	Capacity	Purpose	Dept.
EDUC	1101	30	CECE Classroom	CECE
EDUC	1103	30	CECE Classroom	CECE
MAIN	110	15 *	Seminar	A&S
MAIN	120	45	Classroom	POL/AAS
MAIN	121	46	Classroom / Laptop Lab	ECO
MAIN	209	70	Classroom	HIS
MAIN	224	25	Modern Lang Classroom	MDL
MAIN	229	30	Classroom	MDL
MAIN	230	40	Geography Classroom	GRY
MAIN	0209A	13	Seminar	A&S
MAIN	G-09	48	Classroom	PSY
MAIN	G-10	44	Classroom	PHI
MAIN	G-23	25**	Classroom	ENG
MAIN	G-24	34	Classroom	ENG
MOFT	202	40	Classroom	MAT
MOFT	2125	50	Classroom	SOC
MOFT	0205A	42	Classroom	HEA
PARK	2310	30	Classroom	KIN
PRST	1143	30	SPMG Classroom	SPMG
VANH	B0134A	48	Classroom	COM
VANH	B0225	35	Classroom	CECE

\* A proposal is pending to install new laptop-ready technology for Spring 2015.

\*\* A proposal is pending to reduce the seat count to 22 for Spring 2015, and provide compact technology.



## Course Building: Registrar's Office Contacts and Areas of Responsibility

<b>Course Building Lead</b>	<u>Richard Karpenko, Associate Registrar for Course Management</u> Contact Ric with questions related to the course build, edits, new courses, attributes and adjustments. Ric oversees all aspects of course building and editing.
<b>Course Catalog and Curriculum</b>	<u>Darci Bacigalupi, Associate Registrar for Curriculum Support and Development</u> Contact Darci with questions related to the catalog, course descriptions, course restrictions, pre-requisites and details represented in <a href="http://catalog.cortland.edu">catalog.cortland.edu</a> .
<b>Room Assignments &amp; EMS Lead</b>	<u>Athena Vunk-Moynihan, Office Manager and Scheduling Support</u> Questions related to room assignments and EMS reservations may be directed to Athena.
<b>Technical Issues</b>	<u>Thom Hanford, Registrar</u> Policy, technical questions or general questions about the the Course Creator or associated tools may be directed to the Registrar.