

Academic Calendar Length & Creation Process - Survey of Selected Kentucky Institutions

While SACS standards now refer to learning outcomes rather than seat time, the traditional seat time/cr. hr. model is still in use for conventional classes; i.e. 13-12.5 clock hr/semester cr. hr.

Example: 50 min. classes per a 17 wk term = 12.5 clock hr./1 cr.hr/15 wks instruction; 55 min. classes per a 16 wk term = 12.8 clock hr./1 cr.hr/14 wks instruction

School	# wks fall / spring	# wks summ	Calendar Process	Final Approver	Deadweek?	Class Meeting Patterns	
EKU	17	12	15 weeks instruction, 1 week holidays, 1 week finals	For 2004-2009 calendar, Registrar created using guidelines provided by Provost.	President	Yes	MWF-50 min. TR-75 min. MW 3:30pm and later. MW anytime for B&T college only.
Centre	16	N/A	14 weeks instruction, 1 week holidays, 1 week finals	The Steering Committee of College Council reviews and adjusts as it wishes. The Registrar prepares based on recent practice. That calendar is forwarded to senior staff for "final" approval.	"Substantive" changes to the calendar must be approved by College Council, a representative governing body consisting of faculty, staff and students. "Substantive" is open to interpretation.	No	MWF - 60 min. T/R - 90 min.
KSU	17	8	14 weeks instruction, 1 week holidays, 1 week finals (minus one "reading day" with no exams)	Registrar creates proposed calendar which is then reviewed.	Catalog & Calendar Committee	NO -but there is a "Study Day" the Friday before finals	MWF-50 min TR-75 min MW pm only
Morehead	17	11	15 weeks instruction, 1 week holidays, 1 week finals	The Associate Registrar develops the calendars to be presented to the Registration Advisory Committee, Chaired by the Registrar. Once approved and edited the calendar goes to the Provost, Faculty Senate, then to the President's Council.	President	No	Flip Fridays: 5 class meetings/ 2wks - 60 min.
NKU	17	14	15 weeks instruction, 1 week holidays, 1 week finals	The calendar committee is chaired by the Vice President for Student Affairs; the committee is made up of several constituencies across campus including assistant/associate deans, department chairs, the housing director, graduate programs, a library representative, IT, business operations and auxiliary services, admissions, financial aid, bursar, etc...	President	No	MWF - 50 min. T/R - 75 min. M/W - 75 min.
U of L	16	13	14 weeks instruction, 1 week holidays, 1 week finals	Calendar is proposed by Registrar and approved by Deans at Provost's meeting.	Deans	No	MWF - 50 min. T/R - 75 min. M/W - 75 min.
UK	16	12	14 weeks instruction, 1 week holidays, 1 week finals	The Registrar's Office makes up the calendar, following the guidelines from the Senate.	University Senate	Yes*	3x/wk - 50 min. 2x/wk - 75 min.
WKU	16	13	14 weeks instruction, 1 week holidays, 1 week finals	Registrar creates the calendar which is reviewed by the University Calendar Committee, which Registrar chairs. It is comprised of a faculty rep from each college, in addition to the S.G.A. President and some staff members	The Calendar Committee makes recommendations to the Provost, who shares it with the President's Administrative Council for final review, but the Provost actually approves it.	No	MWF - 55 min. T/R - 80 min.

*UK Dead Week Info: 5.2.4.6 Dead Week [University Senate: 4/10/06]

A. The last week of instruction of a regular semester is termed "Dead Week." In the rest of these Rules, this term also refers to the last three days of instruction of a summer session and a summer term. B. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period for that course. C. No examinations, including final examination, except as enumerated in D, may be scheduled during the Dead Week. D. Only quizzes that are regularly scheduled at least as frequently as every other week and listed in the syllabus and all have equal weights will be allowed during the Dead Week. E. No project/lab practicals/paper/presentation deadline shall be scheduled to fall during the Dead Week unless it was scheduled in the syllabus. F. Make-up exams are allowed during Dead Week.

Academic Calendar Length & Creation Process - Survey of Selected Benchmark Institutions

School	# wks fall / spring		# wks summer	Calendar Process	Final Approver	Dead week	Class Meeting Patterns
Cal State Univ - Chico	17	15 weeks instruction, 1 week holidays, 1 week finals	10	Proposed by Catalog Committee, Managed by Catalog Editor	President	NO	MWF-50 min. TR-75 min. MW pm only.
Eastern Illinois University	17	15 weeks instruction, 1 week holidays, 1 week finals	12	Registrar's Office prepares and gives to Provost. He discusses with Faculty Senate, Council of Deans, and Council of Chairs.	President	No, at UG level no exams can be given during the last week of classes.	MWF 50 min. T/R 75 min.
Univ of Central MO	17	15 weeks instruction, 1 week holidays, 1 week finals	12	Proposed by Committee that is appointed out of the Provost Office.	Committee's Decision	NO	MWF-50 min. TR-75 min. MW pm only.
Univ of Southern Indiana	17	15 weeks instruction, 1 week holidays, 1 week finals	15	Registrar creates proposed calendar, then it is discussed and approved by VP Acad Affairs, VP Advance, and Registrar.	VP for Academic Affairs	NO	MWF-50 min. TR-75 min. MW pm only.
Western Carolina	17	15 weeks instruction, 1 week holidays, 1 week finals	9	Proposed by Calendar Committee that is compiled out of the Provost Office	Provost	No	MWF-50 min. TR-75 min.
Wichita State	17	15 weeks instruction, 1 week holidays, 1 week finals	8	Guidelines set by State of Kansas Board of Regents of earliest state and finish date. Must include 75 instructional days and 5 exam days.	Board of Regents	NO, but there is one "Study Day" the Friday before finals	MWF-50 min. TR-75 min.

EKU University Calendar

Fall 2009 - 2014

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FALL SEMESTER

16 week term

	17 wk term	per proposed 16 wk term				
	2009	2010	2011	2012	2013	2014
Advising period begins	Aug. 20	Aug. 19	Aug. 18	Aug. 23	Aug. 22	Aug. 21
Classes begin	Aug. 24	Aug. 23	Aug. 22	Aug. 27	Aug. 26	Aug. 25
Last day to register for full semester classes. <i>See Colonel's Compass for other deadlines.</i>	Aug. 30	Aug. 29	Aug. 28	Sept. 3	Sept. 2	Sept.1
Last day to drop full semester classes. <i>"Dropped" classes do not appear on student transcripts.</i>	Aug. 30	Aug. 29	Aug. 28	Sept. 3	Sept. 2	Sept.1
Late registration for full semester classes. <i>Late add during this period requires approval of dean & dept. See Colonel's Compass for other deadlines.</i>	Aug. 31 - Sept. 4	Aug. 30 - Sept. 3	Aug. 29 - Sept. 2	Sept. 4 - 7	Sept. 3 - 6	Sept. 2 - 5
Holiday: Labor Day (University closed)	Sept. 7	Sept. 6	Sept. 5	Sept. 3	Sept. 2	Sept. 1
Holiday: Fall Break (University closed)	Oct. 12 - 13	Oct. 11-12	Oct. 10 -11	N/A	Oct. 14 - 15	Oct. 13 - 14
Midterm Grades due. <i>Per faculty senate, required for all undergraduate students.</i>	Oct. 16	Oct. 15	Oct. 14	Oct. 19	Oct. 18	Oct. 17
Last day to withdraw from a full semester class with a "W" grade. <i>See Colonel's Compass for other deadlines.</i>	Oct. 30	Oct. 29	Oct. 28	Nov. 2	Nov. 1	Oct. 31
Last day to withdraw from the university.	Oct. 30	Oct. 29	Oct. 28	Nov. 2	Nov. 1	Oct. 31
Holiday: Pres. election day (University closed). <i>Replaces Columbus Day Fall Break on federal presidential election years.</i>	N/A	N/A	N/A	Nov. 5 - 6	N/A	N/A
Holiday: Thanksgiving Break. <i>Holiday begins at 9:00pm, Tues., for students and faculty. Evening classes will meet on</i>	Nov. 25 - 27	Nov. 24 - 26	Nov. 23 - 25	Nov. 21 - 23	Nov. 27 - 29	Nov. 26 - 28
Classes resume	Nov. 30	Nov. 29	Nov. 28	Nov. 26	Dec. 2	Dec. 1
Last day of classes	Dec. 11	Dec. 4	Dec. 3	Dec. 8	Dec.7	Dec.6
Final exam week	Dec. 14-19	Dec. 6 - 11	Dec. 5 - 10	Dec. 10 - 15	Dec. 9 - 14	Dec. 8 - 13
Commencement ceremony: 9:30 am & 2:00 pm	Sat. Dec. 19	Sat. Dec. 11	Sat. Dec. 10	Sat. Dec. 15	Sat. Dec. 14	Sat. Dec. 13
Final grades due at 1pm. Monday following Commencement.	Dec. 21	Dec. 13	Dec. 12	Dec. 17	Dec. 16	Dec. 15

EKU University Calendar

SPRING 2010 - 2014

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SPRING SEMESTER	2010	2011	2012	2013	2014
16 week term					
Residence halls open	TBA	TBA	TBA	TBA	TBA
Advising period begins	Jan. 7	Jan. 6	Jan. 5	Jan. 10	Jan. 9
Classes begin	Jan. 11	Jan. 10	Jan. 9	Jan. 14	Jan. 13
Holiday: Martin Luther King Day (university closed)	Jan. 18	Jan. 17	Jan. 16	Jan. 21	Jan. 20
Last day to register for full semester classes. <i>See Colonel's Compass for other deadlines.</i>	Jan. 18	Jan. 17	Jan. 16	Jan. 21	Jan. 21
Last day to drop full semester classes. <i>"Dropped" classes do not appear on student transcripts.</i>	Jan. 18	Jan. 17	Jan. 16	Jan. 21	Jan. 21
Late registration for full semester classes. <i>Late add during this period requires approval of dean & dept. See Colonel's Compass for other deadlines.</i>	Jan. 19 - 22	Jan. 18 - 21	Jan. 17 - 20	Jan. 22 - 25	Jan. 21 - 24
Midterm Grades due. <i>Per faculty senate, required for all undergraduate students.</i>	March 5	March 4	March 3	March 8	March 7
Spring Break (no classes - university is open)	March 8 - 12	March 7 - 11	March 5 - 9	March 11 - 15	March 10- 14
Classes resume	March 15	March 14	March 12	March 18	March 17
Last day to withdraw from a full semester class with a "W" grade. <i>See Colonel's Compass for other deadlines.</i>	March 19	March 18	March 16	March 22	March 21
Last day to withdraw from the university.	March 19	March 18	March 16	March 22	March 21
Last day of classes	April 24	April 23	April 21	April 27	April 26
Final exam week	April 26 - May 1	April 25 - 30	April 23 - 28	April 29 - May 4	April 28 - May 3
Commencement ceremony: 9:30 am & 2:00 pm	Sunday May 2 ? or Derby Day?	Saturday April 30	Saturday April 28	Sunday May 5? or Derby Day?	Sunday May 4? or Derby Day?
Final grades due at 1pm.	May 3	May 2	April 30	May 6	May 5

EKU University Calendar

SUMMER 2009 - 2014

SUMMER SEMESTER 12 week term	17 wk spring term	16 wk spring/fall terms.				
	2009	2010	2011	2012	2013	2014
Full summer term - 12 weeks	May 18 - Aug. 7	May 10 - July 30	May 9 - July 29	May 7 - July 27	May 13 - Aug. 2	May 12 - Aug. 1
1st 6-week mini term	May 18 - June 26	May 10 - June 18	May 9 - June 17	May 7 - June 15	May 13 - June 14	May 12 - June 27
2nd 6-week mini term	June 29 - Aug. 7	June 21 - July 30	June 20 - July 29	June 18 - July 27	June 17 - Aug. 2	June 30 - Aug. 1
Holiday: Memorial Day (university closed)	May 25	May 31	May 30	May 28	May 27	May 26
Holiday: Independence Day (university closed)	July 3	July 5	July 4	July 4	July 4	July 4
Last day of summer term*	Aug. 7*	July 30	July 29	July 27	Aug. 2*	Aug. 1
Degree conferral date	Aug. 7*	Aug. 1	Aug. 1	Aug. 1	Aug. 2*	Aug. 1
Final grades due at 1pm.	Aug. 10	Aug. 2	Aug. 1	July 30	Aug. 5	Aug. 4

* When the last day of classes occurs after Aug. 1 the official summer degree conferral date, for that year, will be the last day of summer term classes.

Note: As of 2009 a summer commencement ceremony will not be held. All students graduating during the summer term are invited to participate in the commencement ceremony held at the close of the preceding spring term, or the immediately following fall term.

EKU University Calendar

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DRAFT..... ..Fall 2010 - 2014 (17 week terms)

15 weeks instruction + 1 week holidays + 12 week final exams = 17 weeks

**FALL SEMESTER
17 week term**

	2009*	2010	2011	2012	2013	2014
Advising period begins	Aug. 20	Aug. 19	Aug. 18	Aug. 23	Aug. 22	Aug. 21
Classes begin	Aug. 24	Aug. 23	Aug. 22	Aug. 20	Aug. 19	Aug. 18
Last day to register for full semester classes. <i>See Colonel's Compass for other deadlines.</i>	Aug. 30	Aug. 29	Aug. 28	Aug. 26	Aug. 25	Aug. 24
Last day to drop full semester classes. <i>"Dropped" classes do not appear on student transcripts.</i>	Aug. 30	Aug. 29	Aug. 28	Aug. 26	Aug. 25	Aug. 24
Holiday: Labor Day (University closed)	Sept. 7	Sept. 6	Sept. 5	Sept. 3	Sept. 2	Sept. 1
Holiday: Fall Break (University closed)	Oct. 12 - 13	Oct. 11-12	Oct. 10 -11	N/A	Oct. 14 - 15	Oct. 13 - 14
Midterm Grades due. <i>Per faculty senate,required for all undergraduate students.</i>	Oct. 16	Oct. 15	Oct. 14	Oct. 12	Oct. 11	Oct. 10
Last day to withdraw from a full semester class with a "W" grade. <i>See Colonel's Compass for other deadlines.</i>	Oct. 30	Oct. 29	Oct. 28	Oct. 26	Oct. 25	Oct. 24
Last day to withdraw from the university.	Oct. 30	Oct. 29	Oct. 28	Oct. 26	Oct. 25	Oct. 24
Holiday: Pres. election day (University closed). <i>Replaces Columbus Day Fall Break on federal presidential election years.</i>	N/A	N/A	N/A	Nov. 5 - 6	N/A	N/A
Holiday: Thanksgiving Break. <i>Holiday begins at 9:00pm, Tues., for students and faculty. Evening classes will meet on</i>	Nov. 25 - 27	Nov. 24 - 26	Nov. 23 - 25	Nov. 21 - 23	Nov. 27 - 29	Nov. 26 - 28
Classes resume	Nov. 30	Nov. 29	Nov. 28	Nov. 26	Dec. 2	Dec. 1
Last day of classes	Dec. 11	Dec. 10	Dec. 9	Dec. 8	Dec.7	Dec.6
Final exam week	Dec. 14-19	Dec. 13 - 18	Dec. 12 - 17	Dec. 10 - 15	Dec. 9 - 14	Dec. 8 - 13
Commencement ceremony: 9:30 am & 2:00 pm	Sat. Dec. 19	Sat. Dec. 18	Sat. Dec. 17	Sat. Dec. 15	Sat. Dec. 14	Sat. Dec. 13
Final grades due at 1pm. Monday following Commencement.	Dec. 21	Dec. 20	Dec. 19	Dec. 17	Dec. 16	Dec. 15

* Fall 2009 dates per existing 5 yr. calendar, included for reference purposes

EKU University Calendar

DRAFT...SPRING 2011 - 2015 (17 week terms)

DRAFT

15 weeks instruction + 1 week holidays + 12 week final exams = 17 weeks

SPRING SEMESTER 17 week term	2010*	2011	2012	2013	2014	2015
Residence halls open	TBA	TBA	TBA	TBA	TBA	TBA
Advising period begins	Jan. 7	Jan. 13	Jan. 12	Jan. 10	Jan. 9	Jan. 8
Classes begin	Jan. 11	Jan. 18	Jan. 17	Jan. 14	Jan. 13	Jan. 12
Holiday: Martin Luther King Day (university closed)	Jan. 18	Jan. 17	Jan. 16	Jan. 21	Jan. 20	Jan. 19
Last day to register for full semester classes. <i>See Colonel's Compass for other deadlines.</i>	Jan. 18	Jan. 17	Jan. 16	Jan. 21	Jan. 21	Jan. 18
Last day to drop full semester classes. <i>"Dropped" classes do not appear on student transcripts.</i>	Jan. 18	Jan. 17	Jan. 16	Jan. 21	Jan. 21	Jan. 18
Midterm Grades due. <i>Per faculty senate, required for all undergraduate students.</i>	March 11	March 11	March 9	March 8	March 7	March 6
Spring Break (no classes - university is open)	March 8 - 12	March 14 - 18	March 12 - 16	March 11 - 15	March 10- 14	March 9 - 13
Classes resume	March 15	March 21	March 19	March 18	March 17	March 16
Last day to withdraw from a full semester class with a "W" grade. <i>See Colonel's Compass for other deadlines.</i>	March 19	March 25	March 23	March 22	March 21	March 20
Last day to withdraw from the university.	March 19	March 25	March 23	March 22	March 21	March 20
Last day of classes	April 30	May 6	May 4	May 3	May 2	May 1
Final exam week	May 3 - 8	May 9 - 14	May 7 - 11	May 6 - 11	May 5 - 10	May 4 - 9
Commencement ceremony: 9:30 am & 2:00 pm	Saturday May 8	Saturday May 14	Saturday May 12	Saturday May 11	Saturday May 10	Saturday May 9
Final grades due at 1pm.	May 11	May 16	May 14	May 13	May 12	May 11

* Spring 2010 dates per existing 5 yr. calendar, included for reference purposes

EKU University Calendar

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**SUMMER SEMESTER
12 week term**

***DRAFT*SUMMER 2011 - 2015**

12 week summer following a 17 wk spring term

	2010*	2011	2012	2013	2014	2015
Full summer term - 12 weeks	May 17 - Aug. 6	May 23 - Aug.12	May 14 - Aug. 3	May 20 - Aug. 9	May 19 - Aug. 8	May 18 - Aug. 7
1st 6-week mini term	May 17 - June 25	May 23 - July 1	May 14 - June 22	May 20 - June 28	May 19 - June 27	May 18 - June 26
2nd 6-week mini term	June 28 - Aug. 6	July 5 - Aug. 12	June 25 - Aug. 3	July 1 - Aug. 9	June 30 - Aug. 8	June 29 - Aug. 7
Holiday: Memorial Day (university closed)	May 31	May 30	May 28	May 27	May 26	May 25
Holiday: Independence Day (university closed)	July 5	July 4	July 4	July 4	July 4	July 3
Last day of summer term*	Aug. 6	Aug. 12	Aug. 3	Aug. 9	Aug. 8	Aug. 7
Degree conferral date	Aug. 9	Aug. 15	Aug. 6	Aug. 12	Aug. 11	Aug. 12
Final grades due at 1pm.	Aug. 9	Aug. 15	Aug. 6	Aug. 12	Aug. 11	Aug. 12

* Summer 2010 dates per existing 5 yr. calendar, included for reference purposes.

It is proposed that the official summer degree conferral date be the deadline day for faculty to submit summer term final grades to the University.

Note: As of 2009 a summer commencement ceremony will not be held. All students graduating during the summer term are invited to participate in the commencement ceremony held at the close of the preceding spring term, or the immediately following fall term.

16-week Semester Discussion

(Discussions through e-mail from February 3, 2009 to February 15, 2009 with the earliest comments listed first)

I was curious about Western having a 16-week semester and checked online. They do have a 16-week spring semester this year that includes a week of spring break and a week of finals. However, they have 55-minute classes on MWF and 1:20 minute classes on TR. Are we talking about changing our class periods to these if we change the length of the semester to 16 weeks?

Pat Costello
Dept of Math and Stats

As I understand it, the SACS expectation is 12.5 contact hours per one-hour course, or 2250 contact minutes for a three-hour course. Given Pat's note below, 14 weeks of 55-minute MWF classes or 80-minute TR classes would result in 2310 minutes for the former and 2240 minutes for the latter. Add an MLK or a Labor Day holiday to the former and you have 2255 minutes for the MWF class. So they are SACS-OK with their current schedule. EKU, however, would be in violation if we simply dropped one week from the calendar without changing our course offering times.

Frankly, with some creative scheduling, that should not be too difficult to accommodate. We begin by splitting our one campus into two sub-campuses, "North" and "South". North classes begin on their current scheduled MWF and TR times and go for 55 minutes and 80 minutes, respectively, with a reduced 10-minute break between classes. South classes begin at 8:30 on MWF and at 9:00 on TR, also with 55 and 80 minute classes and ten minutes breaks between classes. There is no reduction in the number of classes that could be offered, and a lot less scrambling to get back and forth between the two campuses for back-to-back classes. Evening classes are on their regular schedule, with additional minutes for one-per- or two-per-week schedules.

Check it out...!

Fred J. Ruppel

I don't see how this would possibly work without large-scale duplication of courses, faculty and physical facilities for each "half" of the campus. In any given semester, a student would be pretty much limited to what he or she could take on only one of the split campus. I can assure that this would finish off many of our programs right there, as well as slowing down progress toward graduation. I also have to say that a 10-minute break is insufficient even when back to back classes are in buildings not very remote from each other. Are there other schools that do anything like this? I've never heard of anything similar!

Dorothy Carter

So sorry, but I am confused about the logistics "north" vs "south" concept. I am also concerned about only 10 minute breaks between classes. The model seems to require twice as many classrooms and may limit crossover from "north" to "south" time slots. Seems to me that it would be more difficult for students to schedule classes with added variables.

In other words: we need to see a detailed roadmap that answers concerns.

Walter S. Borowski

WB, et al.,

All I did was provide a template that can easily be improved upon. It would not be difficult to have 15 or 20 minutes between classes in each location and still meet the current number of time slots. What I suggested simply maintained the existing North Campus start times. Under this alternative model, there is no reduction in the number of sections, no reduction in the number of time slots, and no increase in rooms required. CBT and J&S students still take their GenEd and other courses on North campus, but they have 30-45 minutes to get back and forth instead of fifteen minutes for back-to-back classes in the current model. I do not think it is a model that should be too quickly dismissed.

Fred J. Ruppel

I do not think that we should have classes starting at different times on the same campus. That is very confusing for students and faculty. Thanks,

Claire D. Schmelzer

Dr. Vice,

The original survey of academic calendars which I provided, reflected the results from posing a question on the Kentucky registrar's list serve. The Faculty Senate questions posed during the past meeting, (specifically those regarding Centre's response), has been nagging at me. Out of this concern I reviewed the detailed academic calendar from each school, as published online.

What I have concluded is that the survey responses were not sufficiently qualified; some responses included only the number of weeks of instructions, others included weeks of instruction plus final exams. The proposed calendar which I have created for ECU includes all term holidays to arrive at a chronological count of the number of weeks. I have now conducted a similar count for each of the university calendars listed on the original survey, amended the original document, and attached it to this email.

It appears that **my first document was misleading**, and I sincerely apologize for that oversight. My original table failed to delineate the data in appropriately comparable categories. I bear sole responsibility for this and regret any inconvenience which it may have caused.

I have copied Mixon Ware so that she is notified, as well as Pauletta King so that she may distribute the amended document to the senate. I do not know if there would be anyway for her to recall the original document and replace it with that attached.

In addition, my staff and I have researched ECU's academic calendar back through the 1950's. Even before Banner, even during the days of flip Fridays, and back into the 50's and 60's when fall term typically did not conclude until mid-January - ECU had 17 week terms.

Tina Davis

We discussed the idea of a 16-week and have a couple of concerns:

1. Some courses have semester-long projects, and having one less week of classes will mean less time for the student groups to get together and work on those projects.
2. Even with longer class periods, we think it will be hard to avoid reducing the amount of material covered. It would be hard to start a new topic with five or ten minutes left in a class, so the tendency would be to not start the new topic.
3. This would be a particular problem for labs – It is hard to avoid the idea of one lab project per meeting, and in many cases it would be difficult or impossible to cover the same lab experiences in fewer meetings.

Eugene Styer
Computer Science

In occupational therapy, the faculty are generally in favor of the 16 week semester, for the following reasons:

- ◆ Puts us in line with UK and other university semester lengths, which allows us to coordinate projects with those universities
- ◆ Gives students time to complete summer practicums
- ◆ More prep time for teaching and service

Concerns raised included:

- ◆ Will this impact the length of faculty contracts and/ or salaries?
- ◆ Fitting in all content in a shorter length

Dana Howell
Occupational Therapy

In math, the faculty are generally opposed to the 16-week semester and one member expressed the following concern:

Would there be a push to lower our salaries because we would have two less weeks to work each year? When legislators have talked about cutting the K-12 school year, I believe that they said they would lower teachers' salaries to reflect the cut in working time.

Pat Costello

In Health Promotion and Administration the faculty are generally in favor of the 16-week semester. The faculty would like to encourage consideration of a Monday/Wednesday class schedule, similar to the current Tuesday/Thursday schedule. Many students currently prefer classes on TR rather than MWF. Additionally, by having MW and TR classes this would provide the opportunity for having Friday open for a variety of scheduling options that would appeal to many working students.

Michelyn Bhandari
Health Promotion and Administration

In support of Michelyn Bhandari's comments there are also faculty within the Department of ASLIE who also favor the M/W and T/Th class schedule. This also would save on driving expenses and could be 'greener' for students.

Karen Petronio
Dept. of ASL and Interpreter Education

If you are going to argue for four days a week, and if we might want to be concerned for student learning, then a much better option would be M/R and T/F, with three- and four-day gaps between class meetings. That would leave Wednesdays open for labs, seminars, meetings, etc. Of course, that would ruin some professors' five-day weekends.

Fred J. Ruppel

Don't forget the sciences... we have labs! Thus Friday's might not be as "free" for students as suggested.

Walter S. Borowski

In Foreign Languages we are firmly against changing to a 16-week semester. Continuity and regular meetings are essential for our courses, especially at the basic levels. A huge gap between class sessions is fatal--we would go to a four-day weekly session if that would work. On the current pattern, we teach almost all of our beginning and intermediate courses on MWF and reserve TR for the upper-level courses. Having every Friday off has been suggested before in order to give the science courses a day for field trips. This is fine for the science courses but it doesn't suit many of the rest of us at all. Leaving the schedule as is gives ALL the very different disciplines a chance--many courses cannot be adapted to fewer but longer sessions.

Dorothy Carter

Longer, less frequent classes are not necessarily the best way to learn. Students often lose concentration after only 20 minutes!

Some subjects like foreign languages need shorter more frequent classes while our movement classes need the 75 minutes that TR provides. Having the option of MWF or TR works well so we can choose the day and time that works best for our subjects.

Marianne McAdam

I am hearing all sorts of arguments for the 16-week semester and for two-day weekly schedules, including being more green, allowing more time for students to work their jobs, etc. I am hearing very little about the pedagogical disadvantages, and this is what we would be concentrating on. Fewer classes per week and less continuity is a decrease in teaching effectiveness any way you put it. We don't need Fridays off for "special activities", we need all five days a week for teaching and learning.

Dorothy Carter

I like this suggestion for a number of reasons. 1st -- longer class meeting as well as time between meetings; 2nd -- parking lot and classroom space is crowded on current T/Th schedule so clearly this is preferred by most teachers and students 3rd -- it cuts commute time

Paula Kristofik

After discussing with our faculty, they vote in favor of a 16 week semester due to innovative service learning possibilities in our region in the summer, research opportunities, preparation for summer school between spring and summer, and alignment with our summer internships so the student does not receive an incomplete for summer school thereby eliminating the need for faculty to do a change of grade form in the fall.

Michelle Gerken
Department of Recreation and Park Administration

Who has done the study on how we are to get all the additional classrooms to go to a two-day schedule for all courses?

Dorothy Carter

(Reference to question from Caroline Nikitas – “How would the 16 weeks impact staff, if at all?”)

No one has considered that question that I know of. Also no one, according to one FS representative, has considered whether we have the room space to go to a four day teaching system. The quick press for a decision came primary from some administrator who said a 5 year calendar had to be made NOW. Caroline, I have copied your question and my answer to the chair of the faculty senate so that hopefully she or someone can add your concern to the decision-making process.

Tom Reed

RESPONSES POSTED ON SENATE'S BLACKBOARD SPACE

Posted date: Thursday, February 5, 2009 1:57:28 PM EST

I guess I will be the one to start a thread on faculty opinions of a 16-week semester plan. Let me briefly share the opinions of the Department of Mathematics and Statistics.

If the move to go to 16-weeks is not accompanied by an increase in daily instruction time, then the Department is opposed to the move to 16-week semesters. (Honestly, “horrified by” would be a better phrase than “opposed to”!) Besides the obvious academic impact caused by the loss of instruction time, we need to consider that losing instruction time will impact what general education goals can be covered in each class and catalogue descriptions for each class may need to be changed. The paperwork involved

in these changes could be quite daunting. Furthermore, a reduction in instruction hours would be short-changing the students. It seems quite unfair to lower the amount of instruction as tuition continues to rise.

I would like to thank Tina Davis for the updated survey of other institutions, but there is a point that is being missed. It would be informative to also know the number of contact hours per semester for a course. (For example, a 3-hour course at EKU currently implies 2250 minutes of class or contact time.) Are these other institutions meeting this or a similar total with their shorter semesters?

So, if it is to be resolved that cutting instruction time should be avoided, the new question is how to guarantee a similar amount of instruction time in a shorter semester. As the e-mail discussion started by

Senator Ruppel's message indicates, this is not an easy question to answer and the possible solutions (adding time to each class, dividing the campus into sectors on different schedules, rethinking the MWF/TR course schedule, etc) are likely to be hotly debated. Deciding how a shorter semester is to be accomplished seems to be a prerequisite to a decision on whether a 16-week semester is appropriate.

I do not think these decisions are to be made lightly or quickly. While our department sympathizes with the programs which may be requesting a 16-week semester (especially the programs for teachers which contain many of the students we serve and many of our majors), we do not think the requests of a few departments on campus should drive us to a rash decision we may regret for pedagogical or other reasons. Until a complete plan is set before us that demonstrates a minimal academic impact, the Department of Mathematics and Statistics will be strongly opposed to a 16-week semester.

Respectfully submitted,

Shane Redmond

Posted date: Monday, February 16, 2009 12:26:29 PM EST

Faculty of the Geography and Geology Department discussed the issue of a 16-week semester. Our departmental programs are not harmed by a shorter semester, therefore we are in favor of the administrative proposal of shortening the semester.

However, we notice that a number of issues not related to the administration proposal have been circulated through emails and postings. The 5-year EKU schedule can be charted and implemented without considering the ancillary points that are currently circulating indiscriminately. There is a difference between the University calendar, and the schedule of classes occurring within terms.

We find:

1. That the proposals of going to a MW/TR schedule, a staggered classroom schedule between programs on the north and south campus have no relationship to the proposal at hand, and so should be tabled at this point.

Having said that, G&G is in favor of the MW/TR schedule provided that ample classrooms are available for the schedule. Our classroom use would not be impacted by the change, but we would hope – as many have suggested – that a detailed schedule map would be charted for each semester to answer the question. The MW/TR schedule has definite advantages for our programs: we would be able to hold field trips (very important to geology in particular), extended laboratories, and other special items on Fridays without the interference of classes from outside our programs on Fridays.

2. The issue of the staggered classroom schedule should also be tabled. Our first reaction is that students will only have approximately half the number of classes to choose because of the staggered schedule. If true, the potential benefits of getting across campus will be thoroughly negated. We require a detailed charting that would show that is not the case to favor the schedule change.

Walter S. Borowski, G&G representative, Faculty Senate

(Discussions through e-mail from February 22, 2009 to February 25, 2009 with the earliest comments listed first)

Here, somewhat belatedly are excerpts from written comments by Department of Government faculty. When we met and discussed this issue, the general sentiment was against shortening the semester. One point that several people made was that with the longer semester, those with special needs such as Education could simply do some creative scheduling, but with a shorter semester, it would be much harder for those who needed to "stretch" it to meet the needs of their programs.

One other observation: we are still catching up from classes missed during the ice storm absences (during which the campus internet was not even accessible for many). A shorter semester with or without long class periods would make this or similar situations even more difficult.

Jane Rainey

(comments from Jane's colleagues)

I am curious as to "why" the Registrar is needing this. If I remember correctly, we did away with flip-Fridays because Banner (or whatever software we moved to at the time) wasn't designed to handle it. I am generally against making academic decisions based upon the limitations of prepackaged software -- so, I will reserve judgment until I know the why for the change. I am not buying the dean's suggestions since they are all geared toward education, primarily.

I think UK's entry is wrong here -- maybe it is 2 days shorter than our calendar since they start the semester on a Wed rather than a Monday. But it isn't shorter by a week.

At this point, I would agree that we lack sufficient information to make an informed decision. I would also agree with the comment that we need to understand what impact this would have on contact hours and SACS requirements.

UK started the same week we do and ends the same week we do, so how are they on a shorter schedule than we are? Is it because they started later the first week? Examining their schedule of classes, some classes meet every day for 1.5 hours, some meet every day for 2 hours. They have weekend courses. Some do TR, some do MW. Some are partial semester and some are not. That must be fun to schedule.

So the 16 week schedule meets a floor of expectations. That is certainly something that we should strive for. It's like AT&T - "we drop the fewest calls" - soooo...you're the least incompetent? But I digress...

I agree with the thoughts about costs savings. If this is to save money, then let say so. What are the cost saving numbers? It wouldn't be in faculty salaries, because we'd still have to be here with extended hours, even in a shortened semester. Centre College has a shorter term, but they also have an intense 4 week term through the month of January, where classes meet 3 hours a day multiple times a week. Is that term counted in the 14 weeks? At first look, we just add time to the classes and shorten the week. But, how does this affect space and faculty preferences? Is this ultimately a move by Registrar to control schedules and spacing? If it's because UK and NKU do it then I have a question my mom asked me

several times in my youth, "If your friends jump off a bridge are you going to jump as well?" This would be great though - we'd get out a week earlier. Pretty soon, we're mailing diplomas to students - they don't even have to show up.

Shouldn't we ratchet up expectations - not lower them?

While I would love to see the fall semester end a week earlier - for personal reasons, to be able to travel earlier - I'm pretty sure that lecture lengths are like counseling sessions - at some point, there is a diminishing return on the quality of material disseminated or received. I also had the immediate thought that this was a cost saving step, to be able to shut down the campus. If this was the rationale, I think it's a legitimate suggestion, but then it needs to be stated upfront.

I really like Jane's thoughts! In our department, we will be severely handicapped with basic classes meeting only two days a week; as Jane said, there is a point at which a longer session adds nothing. Also, we are all still very worried about the fact that no one seems to have done the study on how we will come up with the extra classrooms that will be needed with more courses meeting at the same hours. I would like to reiterate: the current schedule gives a needed flexibility; classes that need to meet more often for shorter periods have MWF while classes that do best meeting for longer periods have TR. None of us can see any pedagogical advantage to going to a lesser number of weeks or to less frequent and longer classes. If there is no real pedagogical advantage, then why are we even considering this? I am really, really sick of effective teaching and learning being continually trumped for non-academic convenience. We have had more than enough of this. If this is strictly a cost-saving measure, tell us right out. I am glad Jane mentioned the lost days this semester--whether we like it or not, we are now in the ice belt. We are going to lose days more frequently now. The impact on a shortened semester and on a less-frequent meeting schedule will be catastrophic!

Dorothy Carter

All,

I have been following this email discussion/debate with some interest, but have stayed out of it because it is being discussed by those it should be -- the faculty.

I do have a few observations and clarifications, however:

1. The talk about going to a 16 week semester is not driven by any software concerns. As I understand it, the proposal was made as a way to address timeline issues in getting our teacher education graduates and certain health sciences graduates certified after graduation so they can practice their professions. Seems to me that a question we might want to ask here is if something has changed to create a problem we cannot address now, when we have been ending our spring semester at about the same point for years. As a matter of fact, I well remember the time before we went on the early semester pattern and ended our spring semester in the first week of June.
2. Despite an apparent rumor, there is absolutely no truth to the speculation that there is a plot afoot to save money on faculty salaries by shortening the semester and reducing compensation. (I did, however -- with tongue in cheek --thank a faculty member for the idea when Dr. Piercey and I met with the Health Sciences faculty last week). My remark was purely in jest.
3. I, for one, do not feel compelled to do anything just because some other institution(s) is/are doing it, unless there is a documented best practice somewhere else that we could adapt to our purposes.

4. I would hope that whatever decision we reach together will be driven by what is educationally and pedagogically sound and best serves the teaching/learning process in which our faculty and students are partners.

My 2 cents worth,

Doug Whitlock

Colleagues,

Just a couple of comments from our office:

As far as I know, no one in the administration has suggested that a 16 week calendar should be adopted to save money.

As far as I know, no one in the administration has suggested that a 16 week calendar could provide an opportunity to reduce faculty salaries.

As far as I know, there is no direct SACS impact in adopting a 16 week calendar. There is no mandated number of contact hours. Our staff has verified this with SACS.

As far as I know there is no evidence that 17 weeks provides better pedagogy than 16 weeks, or that 18 weeks is better than 17 weeks. Certainly more can be taught in longer semesters, but that is a very separate question.

As questions regarding weekly scheduling have been introduced into the discussion (MW, TTh, Fridays off, Wednesdays off, etc.), the discussions have become more complicated. It seems to me that while these are related issues, they can be decided independently from the question of term length.

Sorry to interject what are probably unwanted observations, but I am so enjoying the debate, I couldn't help myself.

Buz Piercey

Hi Everyone,

The Counseling and Educational Psychology Department, responded 2-1 in favor of keeping the 17 week semester.

The reasons for wanting the 16 week semester were:

- 1) this is what many other universities do;
- 2) this would allow students a little more time off between semesters;
- 3) many students need a break.

The reasons for wanting to continue a 17 week semester were:

- 1) students need the information;
- 2) information doubles every two years;
- 3) we need to have students more not less;
- 4) it is too difficult to get everything in as it is;

5) we need to look at our student body, our goals as a university and what is known about the ways our students learn (research and theory) and make our decision after considering those factors. If we do this, we will see that if we want to continue to serve the same student body well, and if we are serious about our QEP, we will not want to cut down on the learning time for many of our students.

I would like to hear more about teachers not being able to get certified. I am in the College of Education and was not aware that this was a problem. However, I teach graduate students so this is easily possible. Could someone tell me what the problem is?

Also I have heard that one of the goals is to eventually have a third full semester in the summer? Can anyone comment on this? Is it rumor, fact or possibility?

Doug and Buz thanks for clearing up some of the points you did - there is no reason for us to waste time, thought and energy on incorrect rumors.

Ann Chapman

Thank you, Buz. When this was first proposed, the argument was that the nursing students would like to have the extra time. Now they are mentioning our graduating teachers--I've worked with them for years, and I have never come up with a problem relating to the length of our semesters. I am also hearing arguments for the shorter term including the following:

1. Some faculty (especially in the sciences) would like to have Fridays free for field trips. But: this would not suit the vast majority of disciplines taught here.
2. There would be fewer parking problems. But: I don't see how that would be the case; and anyway, there would be a lot more competition for classrooms if we went to MF and TR. I have asked, but apparently no one has studied this.
3. We could save on heating, air-conditioning, lights, etc. But: Is this our main priority?

Please, don't cut back our semesters--we already come up short on the contact hours that would be optimal. And the MWF schedule suits some courses; the TR suits others. We have been doing quite well with this for years. Why, oh, why are we even considering this?

Dorothy Carter

I am in favor of a 16 week semester. It seems to me that SGA should be consulted given the economy etc (students able to work 2 extra weeks). I see that 2 week gain as (1) more time for scholarship and (2) more prep time. For example, this semester ends right before Mothers Day - and summer school begins one week later. I teach a 100% online class that takes enormous prep time and one week doesn't cut it for prep, for unwinding after a grueling year, for adjusting the course content, for travel etc. (we are travelling Mothers Day weekend like many folks).

Jon McChesney

Folks,

The oft-requested alternative..., attached in PDF format (pg. in Senate packet). I have not listed out benefits or problems with this alternative. I can see a number of benefits. History tells me that others will find the problems.

Fred Ruppel

I have a question: when did it become accepted that a longer semester is never preferable to a shorter one? If we went to a semester three days shorter, we would teach less material, especially in our basic courses. There comes a point at which each class session is packed so full (and even stripped down), and organized so tightly, that further cutting will absolutely result in less teaching.

Dorothy Carter

Folks,

There have been repeated calls for answers to two questions: (1) How could a 16-week schedule accommodate our historical standard of 12.5 contact hours per one credit hour? and (2) How would we fit an alternative schedule into our available classrooms? I reply to both questions with this note. I am NOT replying to those who maintain that a 17-week schedule is simply preferable to a 16-week schedule. And again, I am not fully supporting this suggestion. I am simply asking whether an alternative might work. The answer is YES.

Consider two identical side-by-side classrooms, each seating 40 students (or how ever many you wish to have seated). Under our current scheduling pattern, we typically offer eight MWF sections (8:00, 9:05, 10:10, 11:15, 12:20, 1:25, 2:30, 3:35) and six TR sections (8:00, 9:30, 11:00, 12:30, 2:00, 3:30) in each class each week (actually, each semester). So for the two classrooms, we would be offering 28 sections each week. The classes meet for 150 minutes each week. With one Monday holiday and 15 weeks of instruction, our MWF students receive 2200 contact minutes of instruction (44 class periods times 50 minutes per class period). Our TR students receive 2250 contact minutes of instruction (30 x 75).

An alternative schedule that accommodates 14 weeks of instruction is presented on the next page. One classroom is devoted to Monday-Thursday (MR, coded blue) and Tuesday-Friday (TF, magenta) classes, while the other classroom is devoted to Monday, Tuesday, Thursday, Friday (MTRF, in red) classes. MR and TF classes meet for 80 minutes each, 8:00 to 9:20, 9:40 to 11:00, 11:20 to 12:40, and so on. This pattern results in 2160 contact minutes for MR classes (27 x 80) and 2240 contact minutes for TF classes. Note that there are 20 minute breaks between classes, a better pattern to accommodate North and South campus back-to-back classes.

Classes meeting on a MTRF pattern meet for 40 minutes (8:00 to 8:40, 9:00 to 9:40, etc.), four times a week, each class beginning on the hour and also allowing for a 20-minute break between classes. This pattern results in 2200 contact minutes (55 x 40) per semester. Wednesdays are flex-times for creative scheduling. One standard (in green) suitable to upper-division and graduate seminars would have 160-minute class periods once a week, running 14 weeks, resulting in 2240 minutes of classroom instruction. These sessions would also begin on the hour, at 8:00, 11:00, and 2:00.

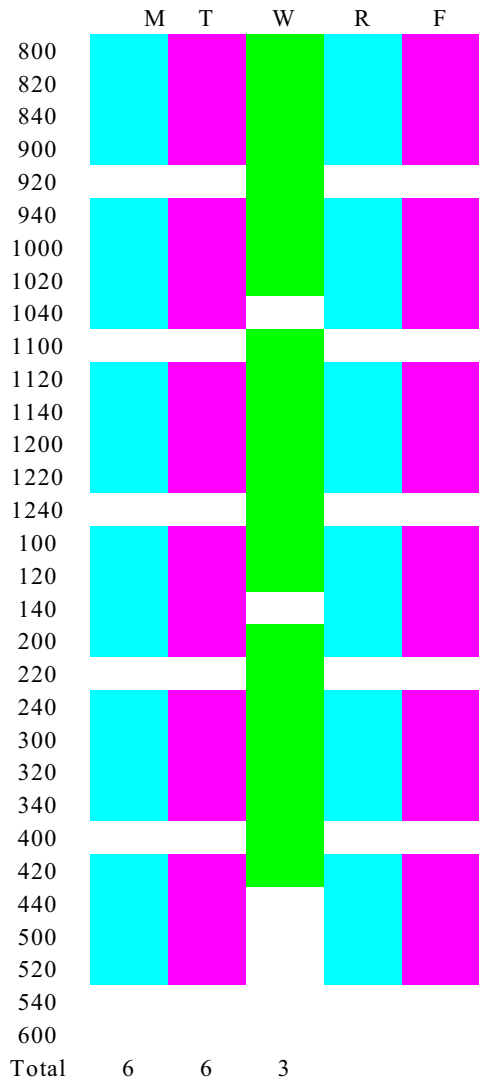
Now let's count the number of class sections available. Both the MR and TF patterns allow for six sections per week in the one classroom, twelve total. The MTRF pattern allows for ten sections per week in the other classroom. The Wednesday schedule allow for three sections each week in each of the two classrooms, six total. Add them together – 28 sections. Amazing.

This alternative schedule assumes full use of classrooms all day long, both now and in the alternative schedule. My guess is that there are occasional vacant classrooms, and that our actual schedules may be less crunched than what I am proposing.

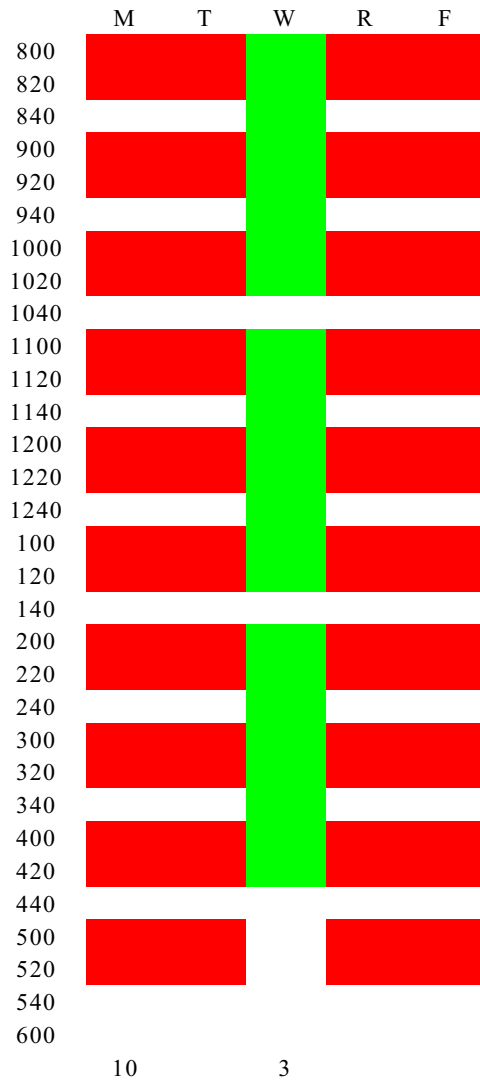
Let the pillorying begin!!

Fred

Classroom #1



Classroom #2



Dean's Rationale for 16-Week Terms

Presented by Dean Bill Phillips

1. Professional programs require 12 weeks during the summer for internships;
2. Currently graduation falls on Derby Day or Mothers' Day;
3. Graduate students in teacher education need summer classes to end by the 1st of August because P-12 schools are starting earlier;
4. Time is needed between semesters to process professional licenses; and
5. Sixteen weeks meets SACS requirements.