Process: Master Course Scheduling

Overview of Academic Affairs Master Course Scheduling Process

**Purpose:** To create a student centered course schedule in accordance with CNM’s strategic directions on Centralized Scheduling which enables students to more effectively and efficiently reach their graduation goals.

Elements of a student centered schedule:

- Allow for program progression through back-to-back and sequenced course offerings within a term and term to term that helps students graduate in the least amount of time and facilitates effective space and resource allocation.
- Distribute course offerings across diverse days and times of the week to maximize offerings that enable students to create viable and conflict-free schedules.
- Align course offerings within and among the different academic schools and satellite campuses to meet interdisciplinary needs of students.
- Adhere to a standardized set of course scheduling times for student planning purposes.

**Coordination:** The Academic Affairs Scheduling Office will coordinate the process between the Academic schools, Enrollment Services, CNM satellite campuses, and CNM Ingenuity, Inc.

**Beginning of Process:**
The Academic Affairs Scheduling Office personnel meet with the schools to discuss college curriculum committee changes, current schedule suitability, industry changes, and program specific details.

**End of Process:**

**Definitions:**
- Platinum Analysis – Astra Data Analysis

**Appendices:**
- Scheduling Timeline
- Standardized Course Scheduling Times (Fall/Spring and Summer)
- School ATA or Designee Responsibilities

**Forms:**
- Schedule Update Form
- Room Change Request Form
- ADA Request Form
- Room Reservation Event Form Request
Process:
Introduction:

Effective class and classroom scheduling is critical to the academic mission of the College. These protocols have been developed jointly with the Master Scheduling Process Team and schools to ensure that both classes and classrooms are scheduled efficiently to support the needs of students, faculty, and the institution as a whole.

The protocols in this document 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 allows the best match between specific instructional needs and courses being offered in the existing facilities.

Schedule Development

The scheduling coordinators personnel meet with schools to discuss college curriculum committee changes, current schedule suitability, industry changes, and program specific details.

Enrollment Services rolls the academic schedule into the Banner sandboxes for the next academic year to allow initial schedule input for each term. The schedule rolls from like term to like term. Example: In spring 2016, the academic schedule rolls for fall 2017, spring and summer 2018. Fall 2016 rolls to fall 2017, spring 2017 to spring 2018, and summer 2017 to summer 2018.

The scheduling coordinators review, analyze, and create the master course schedule in Banner for each academic term based on information received in previous meetings with the schools, on established student centered scheduling protocols (sequencing and progression of classes, standardized time patterns, and distribution of classes), and on cohorting (where applicable).

Schedule Review – Phase I

The scheduling coordinators will electronically send the proposed schedule highlighting changes, deletions/additions, and rationale for the changes in an Academic Schedule Review workbook to the schools. The schools review the proposed schedule for each academic term and electronically submit requests for changes, additions, and deletions with justification in the Academic Schedule Review workbook to the Schedule Update SharePoint site. The schools review and ensure the accuracy of their school schedule.
Schedule Update

The scheduling coordinator reviews the school changes and meets face to face or communicates electronically to discuss and review changes. The scheduling coordinators are responsible for initiating meetings with their assigned schools to discuss changes. The Academic Affairs Executive Director has final authority to approve or deny change requests.

The master schedule for the three academic terms moves to Enrollment Services who rolls the schedule into production terms. The Scheduling Office enters the agreed upon schedule changes and any updates requiring the production environment in Banner and electronically sends an updated Academic Schedule Review workbook to the schools.

The schools proof the schedule, ensure that course information is reflected accurately in Banner, and add faculty. Schedule corrections are submitted in the Academic Schedule Review workbook with the corrections highlighted and noted.

The Scheduling Office reviews the corrections and additional schedule changes and responds to the academic school. Corrections and approved changes are entered in Banner. The Scheduling Office will electronically send an updated Academic Schedule Review workbook reflecting the final, updated, and agreed on schedule.

Any additional schedule changes (outside Schedule Update) are submitted using the Schedule Update Form. Corrections and additional changes are submitted to the Schedule Update SharePoint site for approval. Changes continue to be processed by the Scheduling office during this time.

At the start of continuing student registration, the schedule for that term is turned over to the schools. The schools make changes to published sections and add and/or cancels sections according to established protocols. Schedule updates are processed through Enrollment Services using the Schedule Update form. Changes are tracked for reporting purposes using an Excel spreadsheet and are submitted to the Scheduling Office (scheduling@cnm.edu) at the end of each term. Room changes are frozen at the start of continuing registration till the 9th day of the term not counting holiday closures (e.g., Memorial Day).

Schedule Publication

The master schedule for the three academic terms moves to Enrollment Services who publishes a searchable full-year academic schedule. The dates for publication and registration are set by Enrollment Services.
Schedule Review – Phase II

After the third week of each academic term, a schedule update period for the following term will be open for two weeks. The Scheduling Office will initiate a platinum analysis for the upcoming term, make recommendations in the Academic Schedule Review workbook based on the analysis and registration patterns and electronically send the workbook to the schools. The Scheduling office and the schools will work with outreach services to confirm appropriate dual credit offerings.

The schools will review the suggested changes for the following term and electronically submit their recommended changes, additions, deletions, and justification in the Academic Schedule Review workbook to the Schedule Update Share Point site. The schools and the Scheduling Office will meet to discuss options, if necessary. The agreed on changes are entered in Banner by the scheduling coordinators.

Classroom Assignments

Three weeks before continuing registration, the Scheduling Office spends one week assigning classrooms to classes at all campuses. During this time, schedule changes are frozen so that the Scheduling Office can place classes in classrooms that best match the requirements of each class and that are available on the days and times needed. Two weeks before continuing registration, the schools will be given one week to facilitate room changes for the school on a space available basis.

The type of room to which each course is assigned is determined by the academic school offering the course in conjunction with the Scheduling Office, and is based on the course curriculum. Faculty desiring assignment to a different type of room for 50 percent or less of their section’s instructional time may submit a room change request according to Academic Affairs’ process. Faculty desiring assignment to a different type of room for greater than 50 percent of their section’s instructional time must request reassignment (with curricular justification) from their dean.

Approved room change requests of this type which are deemed essential must be submitted by the academic school to the Scheduling Office (via the room change request form) with a statement of approval from the dean. These changes will be made by the Scheduling Office within one (1) business day if the change is possible. If it is not, the reason for not making the change will be reported to the dean within the same time period. Approved changes deemed nonessential will be made by the school on a space available basis during the one week adjustment period and after the 9th day of a full term (prorated for shorter terms).
Faculty who need a medical or other long term documented accommodation may request an accommodation through Human Resources (link to ADA Request for Accommodation). If the accommodation is deemed to be reasonable based on the medical information, Human Resources notifies the Scheduling Office. If the request is deemed not appropriate, Human Resources contacts the employee to discuss. The Scheduling Office enters the accommodation in ASTRA. Any accommodations will occur after HR is in receipt of the documentation in support of them and with school approval.

Faculty requesting room changes after the room change adjustment period may make a request for a room change according to the Academic Affairs process (link to process).

In the event of maintenance requirements, emergencies, or evacuation of a classroom or building, the Scheduling Office in coordination with the school will temporarily relocate classes.

The faculty are responsible to ensure that actual classroom enrollment does not exceed the limit specified by fire safety codes. If a classroom is too full, then the faculty may request a room change after the 9th day of the full term (prorated for shorter terms) based on availability. Labs may not be overfilled.

Classroom Change Request – Please see Classroom Change Requests Process

ADA Accommodations – Please see Academic Affairs ADA Request for Accommodation Procedure and Form

End of Process