

Recommendations:

Revised Course Scheduling Framework

Submitted by: Course Schedule Faculty Working Group

Date: April 2026

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Purpose

This proposal outlines recommended principles and processes for creating and revising the institutional course schedule. The goals are to improve student access and completion, reduce conflicts with co-curricular commitments, support on-campus and international students, and ensure transparent, faculty-driven scheduling decisions aligned with institutional priorities.

1. Standard Weekly Schedule Structure

- Officially adopt a Monday/Wednesday (MW) and Tuesday/Thursday (TR) scheduling model with the following time slot options (in addition to the evening course time 6-8:50 pm and labs). Eight-week classes should adhere to the established time blocks as well.

MW, 8-9:15 am, 9:30-10:45 am, 11 am-12:15 pm, 12:30-1:45 pm

TR, 8-9:15 am, 9:30-10:45 am, 11 am-12:15 pm, 12:30-1:45 pm

- Eliminate Friday classes, as Friday offerings have declined in demand and contribute to higher absence rates.
- Support improved attendance and engagement, particularly in foundation courses, which are expected to benefit from the removal of Friday classes. NOTE: Currently, 47% of our first year students take foundation classes.

2. Distribution of Course Times

- Faculty in each discipline should intentionally distribute courses across available MW/TR time slots using the new official schedule.

- Maximize student options and minimize conflicts, especially for required major and general education courses.

3. Athletics and Co-Curricular Considerations

- Avoid scheduling required courses between 2:00–5:00 PM whenever possible due to athletics practice schedules.
- Limit classes during this window primarily to electives.

4. Evening and Laboratory Scheduling

- Offer at least one evening laboratory course per week (starting at 7 pm to allow student-athletes time to eat between practice and lab).
- Give scheduling priority to student-athletes for evening lab offerings

5. Coordination of Required Courses and Course Rotations

- Ask Lobo Den and faculty advisors to distribute required major courses across multiple semesters to prevent course bottlenecks. Have disciplines provide recommended early courses to take in each discipline (to the Lobo Den). This also allows students to get to know faculty members in their major early in their academic careers.
- Maintain and publish a multi-year required course rotation for each academic program.

6. Faculty Involvement in Scheduling Decisions

- Engage all full-time faculty in the selection of class meeting times.
- Base decisions on student needs, enrollment trends, and curricular requirements.
- Ensure full-time faculty within each discipline participate in semester course offering discussions.

7. Administrative Review and Schedule Compliance

- Chairs and deans should review schedules prior to publication to ensure adherence to the course scheduling guidelines and address issues before sending schedules to the Registrar's office.
- Ensure courses are scheduled within approved, standardized time blocks.
- Prevent non-standard course times unless formally reviewed and approved.

8. Governance and Approval of Major Scheduling Changes

- Present major course scheduling changes to Faculty Senate for review.
- Obtain approval from the Provost's Office prior to implementation.
- Apply this process to substantial format changes, such as moving programs exclusively to 8-week courses.

9. Modality and Format Requirements for Required Courses

- Ensure all required courses have an in-person option available each long semester.
- Allow online courses as supplemental options, but not as the sole delivery method for required courses.
- Support international and on-campus students by maintaining consistent in-person availability.
- Designate residential Alpine students in Banner to block their enrollment in online courses without advisor approval (advisor-level hold). Emphasis should be on in-person classes for residential students (with online options used when needed).

10. Communication

- Make sure all faculty are aware of the standard course schedule and other scheduling guidelines above to reduce issues with course scheduling.
- Send regular reminders to faculty (including chairs and deans) when schedules are being created to reinforce the guidelines.