

**University of Idaho
2008-2009
FACULTY COUNCIL AGENDA**

Meeting #6

**3:30 p.m.
Tuesday, October 7, 2008
BRINK HALL FACULTY LOUNGE**

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2008-09 Faculty Council Meeting #5, September 30, 2008

III. Chair's Report.

IV. Provost's Report.

V. Other Announcements and Communications.

- Campus Security Update (Tyrone Brooks, Nancy Spink)
- SkillSoft (Noble)

VII. Committee Reports.

UCC:

- **FC-09-002 (rev):** Catalog: Regulation B-12
- **FC-09-008:** FSH 4260: Academic Calendar

VII. Special Orders.

VIII. Unfinished Business and General Orders.

- Program Prioritization Process

IX. New Business.

X. Adjournment.

Professor Karen Guilfoyle, Chair 2008-2009, Faculty Council

Attachments: Minutes of 2008-2009 FC Meeting #5, September 30, 2008
FC-09-002 (rev): Catalog: Regulation B-12
FC-09-008: FSH 4260: Academic Calendar

University of Idaho
Faculty Council Meeting Minutes
2008-09 Meeting #5 Tuesday September 30, 2008

Present: Baird, Baker (w/o vote), Battaglia, Chandler, Crowley, Eveleth, Fairley, Frey, Fritz, Guilfoyle (chair), Hill (w/o vote), Huber, Limbaugh (ASUI), Machlis, Miller, Murphy, Ripplinger, Schmeckpeper, Schmiege, Sullivan, Wilson. Liaisons: Budwig (Boise), Newcombe (Coeur d'Alene), Crepeau (Idaho Falls)

Absent: Holthaus, Oman, Williams; **Visitors:** 6

A quorum being present, the chair, called the meeting to order at 3:31 p.m. in the Brink Hall Faculty Lounge.

Minutes: It was moved and seconded (Murphy, Eveleth) to accept the minutes of the September 23 meeting (Meeting #4) of the 2008-2009 Faculty Council as distributed. The motion carried unanimously.

Chair's Report: The chair noted that most of the meeting today would be dedicated to discussion with the President around the program prioritization process. It was also noted that the state funding hold-back announcement from the Governor's Office (1%) is likely a permanent adjustment to the University of Idaho appropriated, general fund budget.

Provost's Report: The provost distributed an updated schematic figure of the program prioritization process to include greater emphasis on internal communications. He then invited President Daley-Laursen to address FC.

Other Announcements and Communications: President Daley-Laursen thanked FC for making time for discussion. He encouraged FC to engage with peers in broad discussion of the prioritization process and what our priorities might become. He noted that the state hold-back as a permanent adjustment in the University's state appropriation and is part of a long term trend over fifty years; with a decreasing percentage of UI's total revenues coming from the state legislature. This added emphasis to the important task at hand, the setting of strategic direction and program priorities and the acquisition of funding for university programs and operations from a broader array of sources. The president addressed the importance of the UI vision statement and the strategic plan as a basis for the process we are working through. He noted that quantitative data will be used and that there will also be a need to apply good judgment in weighting decisions for prioritization, investment and/or dis-investment.

The president addressed his view of historical, cultural norms in academia: what is understood to be a unit ; i.e., what constitutes and justifies something being a "unit". He encouraged FC to think about what a functional unit might "look like" in the future and what purposes it might serve in the 21st century, given the needs of faculty and the desires of our current and prospective students. He noted that it was important to think about a unit in terms of the client's view. Also, he suggests that units would be fewer in number. He noted that a unit will likely continue to ensure rigor and a theoretical base for a collection of faculty and an area of study. But, he also noted the emergence and growth of broader areas of study, namely integrated sciences that combine some of our traditional disciplines into broader academic groupings. He noted that societal and political mechanisms are in place that increasingly put the discretionary dollars in the hands of the "buyer", not in hands of the provider, and this should in part drive our thinking in identifying focus areas. He then moved on to address the notion of the changing dynamic of the institution and how can we facilitate "faculty finding each other". He noted the example of the discipline group coffee room has now been replaced by corner coffee houses as places to meet. We are all living with new zones of interaction. For example, students now communicate with each other using technology that faculty did not grow up with. He encouraged faculty to think about these new communication zones and methods and to engage with students and staff in discussing the program prioritization process. He noted that staff have a special role at the interface of the "buyer" (UI clients) and the "seller" (faculty). The president also noted the importance of incorporating into our new priorities, a portfolio that will distinguish UI from our peers, within Idaho and

nationally. He stressed the importance of having a view of UI in the world scene. He also commented that issues had been raised with respect to the Yardley report – priorities in graduate education: PhD, professional and masters programs. He noted that all of these forms of graduate education were important to the UI portfolio, and that undergraduate education will also continue to be part of our mission, but in the program prioritization process we need to figure out the right proportion of each of these degree forms.

The chair then opened the floor to questions.

Would the category of new faculty hires be excluded from considerations for cuts in the process?

The President replied that in our continuing strategic planning and implementation processes, all categories across the UI will be considered for dis-investment.

It was noted that hires in the last two years have occurred under the strategic plan. The president indicated his agreement with this notion and that his answer to the previous question was framed in terms of planning in general; not just the specific discussion about hiring priorities.

Would the vision statement change or stay the same?

President Daley-Laursen replied that the vision statement is a reference point, but that the strategic plan was always evolving and should be updated regularly – not dramatically but in continual revision through SWOT analysis and understanding of dynamics in our external and internal working environments.

The SBOE vision for UI is to have broad-based undergraduate education as a priority. However, this is not balanced by state support for undergraduate education. How does this issue work into the prioritization process?

The president replied that the SBOE documentation was also regularly updated and the vision is consistent with UI as the Idaho Land Grant research university. UI is about undergraduate and graduate scholarly creative work and real live connection to issues and to the people of the region. It was up to the UI community to decide upon the investment in relative prioritization of undergraduate and graduate education.

The provost noted that there was a great potential to expand support for undergraduate education through private donations.

The president added that there are several state institutions for example, Cornell, Virginia and Colorado, that are funded with state funds to the level of two to eight percent of their budget. They exist as public-private partnerships. It may be that it is time for UI to engage in a more serious conversation about public-private status.

In the process, which will come first, setting of priorities or criteria for evaluation?

The provost replied that development of the priorities was implicit in the process. The process will consider these in the context of the strategic plan, for example: how do they interact with transformational learning experiences and strong multi-disciplinary creative activities, outreach and engagement.

It was noted that the criteria would be developed followed by assigning a specific weight to the criteria.

From several groups of faculty it was indicated to their FC representatives that there was a level of cynicism amongst faculty about the opportunity for influence on the process. These comments were followed by the question: Can the operational model include substantive input from faculty in its inception?

The provost responded that the model will allow that input. The cycling process will provide for faculty input through each round. Ideas will be blended together through the process.

Another question was whether the Research Council was adequately represented in the model?

The provost replied that VPR, Jack McIver as a member of the President's Cabinet and Provost's Council was providing input from the research sector. The president suggested that faculty provide input to VP McIver on the composition of the research council.

How can we look at reducing and eliminating academic programs without considering the institution as a whole? What of the athletics program?

The president noted that the vision is to have full integration of athletics and advancement with the academic programs. He noted that UI will look at all of its parts and how they can be optimized as a university of interrelated and mutually supportive programs and functions. It would be too large a task to bring a full review of all of the pieces together in the one process. We are looking at academics, advancement, athletics and other functions simultaneously and will integrate them as we move ahead strategically.

He also noted that the re-engineering piece is mostly about administrative systems that support faculty work. VPR, Jack McIver has this piece well developed and will come to present to FC in the near future.

The provost added that there are three or four faculty led by Dr. Stauffer (Boise) who do process re-engineering as part of their profession and the administration is calling that group of faculty together to assist in the process development.

The notion of faculty having flexibility to join university-wide programs and to move their portfolio and support adds complexity to the prioritization process. How can these faculty movements be managed in the prioritization process?

The provost responded through example of the IBEST program. It was very important for faculty to be able to move to achieve greater critical mass to do better scholarship and teaching. This fits with reallocation of institutional priorities.

Reallocation of resources in reality means moving funds from one unit to another. Is there a vision of the size of the reallocated budget?

President Daley-Laursen replied that this is not a one-time event to raise or save money for a point in time. This is a process of making strategic decisions and choices that will allow us to make investments as we can, and the process will be continual.

The president then spoke to the development of a strategic formative model for budget allocation. This includes three "boxes" or categories of resources as follows:

- An annual base budget that is balanced and attentive to predictable economic conditions.

- A buffer to allow us to manage our funds deliberately through unpredictable ebbs and flows. less than 10% of the budget).
- The “sweet spot fund”. A fund of flexible resources for strategic investment in priorities.

Is there another box somewhere that plugs into the cycle of deficient funded positions as we make these good decisions with a view to investing in priorities?

The VP for Finance and Administration, Mues replied that there are some needs in near term planning that will be dealt with by the normal budgeting process.

What is the vision for the Centers and other groups at “out of Moscow” locations?

The president replied that we are collectively the University of Idaho. Using the example of Idaho Falls: It has specific connections to industry and the local community that allow it to tie to specific colleges and departments on the Moscow campus. It has the link to the growing center for alternative energy studies (CAES) -- an example of the “sweet spot” analogy.

How will capital improvement priorities fit into the process?

President Daley-Laursen replied that programmatic priorities will be developed and where capital projects are needed to support programmatic priorities, investment will follow.

The question of raising of professional fees and differential fees was raised. What is the benefit of these to students? Are they just an additional revenue source for the university?

The VP for Finance and Administration, Mues clarified the way that fees are charged and disbursed: we cannot charge tuition to our instate students. We can charge tuition to certain students out of state and graduate student, but the fees that we charge break into matriculation fees and student activity fees. About 50% of our student fees go into the facility area to help us run the university. We are significantly behind our peer institutions in the funds we derive from charging our students.

General Comments: Input from some faculty indicated support for the urgency of the process. This was reinforced by others. It was important to have a creative vision and have a market developed and follow the products of outstanding programs. This is especially important in the research arena. It also needs to be recognized that competition is in the international forum and UI needs to move quickly to focus areas of excellence to avoid being left behind.

Additional sources of information to inform the process were the many recent departmental external reviews. These are conducted by peers and are highly relevant. The President and Provost urged the application of reviews to the program prioritization process.

The chair thanked FC for insightful questions and the President, Provost and VP for Finance and Administration for answering FC questions openly and honestly.

Adjournment: It was moved and seconded (Miller, Murphy) to adjourn at 5:00 p.m. The motion carried unanimously.

Respectfully submitted,

Rodney A. Hill
Faculty Secretary and Secretary to Faculty Council

FC-09-002(rev)
UCC-08-065

TO: University Curriculum Committee

FROM: Office of the Registrar

RE: Proposed Change Regulation B-12 [Effective: Summer 2009]

DATE: April 07, 2008

Original Proposal, returned from Faculty Council on 9/16/08

B-12. Registration for Fewer Credits than Authorized. Students may register for a particular course for fewer credits than indicated in the Class Schedule (they may also register for zero credit under the conditions outlined in B-4); ~~likewise, departments may list courses in the Class Schedule for fewer credits than the number authorized by this catalog.~~

Updated Proposal approved by UCC on 9/29/08

B – Registration

B-1. Registration Access. Registration access is given to new students as described above. It is also given to students who were previously enrolled within two years of the term in which they wish to register. Former students who have not been enrolled at UI within those two years must be re-admitted by the Undergraduate or Graduate Admissions Office at least one month prior to the term in which they wish to register. Such students will be required to submit transcripts from any institutions attended since their last registration at UI, and they may also be required to complete a residence questionnaire. Failure to meet the deadline may cause a delay in registration.

B-2. Admission to Classes.

B-2-a. Instructors do not admit anyone to class whose name does not appear on the class roster or for whom they have not signed an "add" card. UI professors are given the authority to grant or deny access to classes by visiting scholars.

B-2-b. Before the beginning of each academic session, students with their advisors' aid complete a trial study list. The information is checked by such intracollege procedures as the student's college may require. Once the advisor's block is removed from an individual student's record, the student registers for classes using the Web registration process. Signed "add" cards are taken to the Registrar's Office for those courses that require permission of the instructor or department. On payment of fees, admission to classes is authorized.

B-3. Auditing Classes. Auditing a course consists of attendance without participation or credit. Only lecture classes may be audited. Audited courses are not recorded on a student's permanent record, except as provided in the chart with regulation C-1.

B-4. Registration for Zero Credit. Any course offered for credit may be taken for zero credit. The implications of zero credit are:

B-4-a. Registrants are expected to do the assigned work and attend class sessions. Grades are received on the same basis as if the course were taken for credit and are entered on permanent records.

B-4-b. Students enrolled in a course for zero credit may take it P/F. This is separate from the "pass-fail option" outlined in B-11.

B-4-c. Courses taken for zero credit do not fulfill requirements.

B-4-d. Zero-credit grades have no effect on a student's grade-point average. Neither do they affect academic eligibility, disqualification, or reinstatement.

B-4-e. Students enrolled for zero credit count as regular registrants for statistical purposes, such as listing course enrollments, computing instructors' loads, and determining departmental services.

B-5. Independent Study Courses. A student enrolled in the regular program is permitted to carry independent study courses for college credit only with the prior written approval of his or her academic dean. Credit for correspondence-study courses will not be accepted without such approval.

B-6. Registration for Courses Without Completion of Prerequisites. Students who have not completed the prerequisites to a course for which they are otherwise eligible may register for the course with the instructor's approval.

B-7. Registration of Lower-Division Students in Upper-Division Courses. All academic programs give priority in the first two years to meeting the general requirements for the appropriate degree and acquiring the foundation for advanced study; therefore, freshman students may not take upper-division courses. Exceptions may be made for students who have fulfilled the prerequisites and who are well prepared in their field of study. In such cases, the instructor may, with the concurrence of the student's advisor, authorize the exception.

B-8. Registration of Undergraduate and Non-degree Students in Graduate Courses. Undergraduate and non-degree students may register in graduate courses under the conditions outlined in the College of Graduate Studies section of Part 4 with the prior written approval of the instructor of the course, the student's advisor, and the Dean of the College of Graduate Studies.

B-9. Registration of Students with Baccalaureate Degrees as Undergraduates. To register as undergraduates, students with baccalaureate degrees must secure the permission of the dean of the undergraduate college and file a statement with the registrar indicating that they understand that the work will not be classified as graduate work and cannot be used toward a graduate degree at a later date. (See J-7-b and c.)

B-10. Registration for Accelerated and Other Short Courses. Students may register for accelerated and other short courses at any time up to and including the starting date of the course without petition.

B-11. Pass-Fail Option.

B-11-a. Undergraduate Students.

(1) After consultation with their advisors, undergraduates who have a cumulative grade-point average of 2.00 or higher are permitted to enroll in one course a semester under this P/F option. (The grade-point requirement is not applicable to students who are taking university-level courses for the first time.) This procedure is separate from taking courses that are regularly graded P/F. Within the limitations specified above, an undergraduate may enroll under the pass-fail option in any course EXCEPT: (a) courses listed by number and title in the student's major curriculum as printed in Part 5; (b) courses taken to meet the distributional requirements of the college or curriculum, unless allowed for P/F enrollment by the college in which the student is majoring; (c) courses used to satisfy the core curriculum; (d) courses in the major subject field; and (e) courses in closely related fields that are excluded from this option by the student's department. (See B-11-d for "Reporting of Grades.")

(2) Students in officer education programs (OEP) may enroll under this regulation in courses required because of their affiliation with the OEP ONLY with the permission of the administrator of the OEP department concerned.

(3) A maximum of 12 credits earned in courses under this regulation may be counted toward a baccalaureate degree.

B-11-b. Graduate Students.

(1) With the approval of the major professor concerned (or advisor in the case of an unclassified student) and the vice president for research and graduate studies, graduate students may enroll in a limited number of courses under this P/F option. This procedure is separate from taking courses that are regularly graded P/F.

(2) Courses that may be taken by graduate students under this regulation are: (a) any course not in the student's designated major and (b) any course required to remove a deficiency or to provide background for the student's program, unless the major department stipulates that such deficiency courses must be taken on a regular-grade basis and completed with an A or B.

(3) Of the minimum number of credits required for a degree, no more than three credits in a master's or specialist program or nine in a doctoral program may be taken under this P/F option.

(4) To have P recorded for courses taken under this regulation, a graduate student must earn a C or above. A grade of D will be converted to an F on the student's records.

(5) An unclassified student may enroll for courses under this option with the approval of his or her advisor (if assigned) and the vice president for research and graduate studies. If, however, at a later date an unclassified student is admitted to a degree program, the above regulations apply and no changes to regular letter grades will be permitted.

B-11-c. Adds, Drops, and Changes. Students may add or drop a P/F option course in the same manner as a regular course, and they may change from P/F to regular-grade classification, or vice versa, if they do so no later than the deadlines stated in regulation C and the academic calendar. Students may make these changes by securing the signatures of the advisor or major professor and dean concerned.

B-11-d. Reporting of Grades. Instructors are not notified as to which students are enrolled in courses under this P/F option. Grades are reported in the same manner as grades in courses taken on a regular-grade basis. The registrar is responsible for converting Cs or above to Ps on students' records and, for graduates, Ds to Fs. Grades of D reported for undergraduates are recorded on students' records and are not converted.

~~**B-12. Registration for Fewer Credits than Authorized.** Students may register for a particular course for fewer credits than indicated in the Class Schedule (they may also register for zero credit under the conditions outlined in B-4); likewise, departments may list courses in the Class Schedule for fewer credits than the number authorized by this catalog.~~

B-1312. Registration in Joint-Listed Courses. A student who enrolls in a joint-listed course may only earn credit at the level the student initially completes the course. A student who enrolls in the same joint-listed course at a different level will receive zero credit on his or her transcript.

TO: University Curriculum Committee
FROM: Office of the Registrar
RE: Proposed Change to FSH 4260 [Effective: Summer 2009]
DATE: September 16, 2008

~~2003-04 2004-05 2005-06 2006-07 2007-08~~

FALL SEMESTER

~~Classes Begin 8/25 8/23 8/22 8/21 8/20~~
~~Labor Day 9/1 9/6 9/5 9/4 9/3~~
~~Recess 11/24-28 11/22-26 11/21-25 11/20-24 11/19-23~~
~~Finals 12/15-19 12/13-17 12/12-16 12/11-15 12/10-14~~
~~Commencement 12/13 12/11 12/10 12/9 12/8~~

~~2003-04 2004-05 2005-06 2006-07 2007-08~~

SPRING SEMESTER

~~Class Begin 1/14 1/12 1/11 1/10 1/9~~
~~MLKC Rights Day 1/19 1/17 1/16 1/15 1/21~~
~~President's Day 2/16 2/21 2/20 2/19 2/18~~
~~Recess 3/15-19 3/14-18 3/13-17 3/12-16 3/10-14~~
~~Finals 5/10-14 5/9-13 5/8-12 5/7-11 5/5-9~~
~~Commencement 5/15 5/14 5/13 5/12 5/10~~

~~**SUMMER SESSION*** 6/14-8/6 6/13-8/5 6/12-8/4 6/11-8/3 6/9-8/1~~

*These dates refer to the regular eight-week session. There is also an early session that begins the Monday following the end of the Spring Semester and a late session that ends the Friday before the beginning of the Fall Semester.

2008-2009 2009-2010 2010-2011 2011-2012 2012-2013

FALL SEMESTER

Classes Begin	8/25	8/24	8/23	8/22	8/20
Labor Day	9/1	9/7	9/6	9/5	9/3
Recess	11/24-28	11/23-27	11/22-26	11/21-25	11/19-23
Finals	12/15-19	12/14-18	12/13-17	12/12-16	12/10-14
Commencement	12/13	12/12	12/11	12/10	12/8

2008-2009 2009-2010 2010-2011 2011-2012 2012-2013

SPRING SEMESTER

Class Begin	1/14	1/13	1/12	1/11	1/9
MLKC Rights Day	1/19	1/18	1/17	1/16	1/21
President's Day	2/16	2/15	2/21	2/20	2/18
Recess	3/16-20	3/15-19	3/14-18	3/12-16	3/18-22 <u>11-15</u>
Finals	5/11-15	5/10-14	5/9-13	5/7-11	5/6-10
Commencement	5/16	5/15	5/14	5/12	5/11

SUMMER SESSION* 6/15-8/7 6/14-8/6 6/13-8/5 6/11-8/3 6/10-8/2

*These dates refer to the regular eight-week session. There is also an early session that begins the Monday following the end of the Spring Semester and a late session that ends the Friday before the beginning of the Fall Semester.

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
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FALL SEMESTER

Classes Begin	8/19	8/25	08/24	8/22	8/21
Labor Day	9/2	9/1	9/7	9/5	9/4
Recess	11/25-29	11/24-28	11/23-27	11/21-25	11/20-24
Finals	12/09-13	12/15-19	12/14-18	12/12-16	12/11-15
Commencement	12/07	12/13	12/12	12/10	12/09

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
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SPRING SEMESTER

Class Begin	1/15	1/14	1/13	1/11	1/10
MLKC Rights Day	1/20	1/19	1/18	1/16	1/15
President's Day	2/17	2/16	2/15	2/20	2/19
Recess	3/17-21	3/16-20	3/14-18	3/13-17	3/12-16
Finals	5/12-16	5/11-15	5/9-13	5/8-12	5/7-11
Commencement	5/17	5/16	5/14	5/13	5/12

<u>SUMMER SESSION*</u>	<u>6/16-8/8</u>	<u>6/15-8/7</u>	<u>6/13-8/5</u>	<u>6/12-8/4</u>	<u>6/11-8/3</u>
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*These dates refer to the regular eight-week session. There is also an early session that begins the Monday following the end of the Spring Semester and a late session that ends the Friday before the beginning of the Fall Semester.

C. SUMMER SCHEDULING PLAN

The Faculty Council, in order to ensure fulfillment of the standards set forth in regulation D-1 in the catalog and to minimize conflicts between courses, has approved the following plan for the scheduling of summer-session courses [see also 3410 D-2-c and regulation D-2-b in the catalog]:

Eight-Week Session.

3-Credit Lec Course	4-Credit Lec Course	2-Credit Lec Course	1-Credit Lab
Five-Day Week			
7:30-8:30	7:30-8:50	7:30-8:20 M,Tu,Th,F	xxx
9:30-10:30	9:00-10:20	9:00-9:50 M,Tu,Th,F	xxx
11:30-12:30	10:30-11:50	10:30-11:20 M,Tu,Th,F	xxx
xxx	12:00-1:20	12:00-12:50 M,Tu,Th,F	xxx
1:30-2:30	1:30-2:50	1:30-2:20 M,Tu,Th,F	1:30-4:30 Tu,Th
3:30-4:30	3:00-4:20	3:00-3:50 M,Tu,Th,F	xxx

Four-Day Week

7:30-8:45	7:30-9:10	7:30-8:20	xxx
9:30-10:45	xxx	9:00-9:50	xxx
11:30-12:45	10:30-12:10	10:30-11:20	xxx
xxx	xxx	12:00-12:50	xxx
1:30-2:45	1:30-3:10	1:30-2:20	1:30-4:30 Tu,Th
3:30-4:45	xxx	3:00-3:50	xxx

[For six-week and four-week sessions, see next page.]

Six-Week Session.

3-Credit Lec Course	4-Credit Lec Course	2-Credit Lec Course	1-Credit Lab
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Five-Day Week

7:30-8:50	7:30-9:15*	7:30-8:35 M,Tu,Th,F**	xxx
9:30-10:50	xxx	9:00-10:05 M,Tu,Th,F**	xxx
11:30-12:50	10:30-12:15*	10:30-11:35 M,Tu,Th,F**	xxx
xxx	xxx	12:00-1:05 M,Tu,Th,F**	xxx
1:30-2:50	1:30-3:15*	1:30-2:35 M,Tu,Th,F**	1:30-5:30 Tu,Th
3:30-4:50	xxx	3:00-4:05 M,Tu,Th,F**	xxx

*Provides 8-1/3 min./wk. less than norm.

**Provides 6-2/3 min./wk. less than norm.

Four-Day Week

7:30-9:10	7:30-9:45*	7:30-8:35**	xxx
9:30-11:10	xxx	9:00-10:05**	xxx
11:30-1:10	10:30-12:45*	10:30-11:35**	xxx
xxx	xxx	12:00-1:05**	xxx
1:30-3:10	1:30-3:45*	1:30-2:35**	1:30-5:30 Tu,Th
3:30-5:10	xxx	3:00-4:05**	xxx

*Provides 6-2/3 min./wk. more than norm.

**Provides 6-2/3 min./wk. less than norm.

Four-Week Session.

3-Credit Lec Course	4-Credit Lec Course	2-Credit Lec Course	1-Credit Lab
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Five-Day Week

7:30-9:30	7:30-10:10	7:30-8:50	xxx
xxx	xxx	9:00-10:20	xxx
10:30-12:30	10:30-1:10	10:30-11:50	xxx
xxx	xxx	12:00-1:20	xxx
1:30-3:30	1:30-4:10	1:30-2:50	1:30-4:30 M,Tu,W,Th
xxx	xxx	3:00-4:20	xxx

Four-Day Week

7:30-10:00	7:30-10:50	7:30-9:10	xxx
10:30-1:00	xxx	10:30-12:10	xxx
1:30-4:00	1:30-4:50	1:30-3:10	1:30-4:30

D. INTERSESSION SCHEDULING PLAN. Intersession occurs in the period of time after the close of Fall semester and before the beginning of Spring semester. Any course that begins in this period of time must be scheduled as an intersession offering. The intersession period begins the day after Fall semester closes and ends the day before Spring semester begins. [See also 3410 D-2-c and regulation D-2-a in the catalog].

Intersession: ~~12/20/03-1/13/04~~
~~12/18/04-1/11/05~~
~~12/17/05-1/10/06~~
~~12/16/06-1/9/07~~
12/15/07-1/8/08
12/20/08-1/13/09
12/19/09-1/12/10
12/18/10-1/11/11
12/17/11-1/10/12
12/15/12-1/8/13
~~12/14/13-1/14/14~~
~~12/20/14-1/13/15~~
~~12/19/15-1/12/16~~
~~12/17/16-1/10/17~~
~~12/16/17-1/9/18~~