



Standard Class Meeting Times

The following Standard Class Meeting Times guidelines provide clear standards for departmental scheduling. Final schedules are the responsibility of the Office of the Registrar.

Courses that deviate from the schedule require submission of a Request for Variance Form. Past approvals of variance do not guarantee that a course will be approved for a variance in a present or future term.

Guidelines for Scheduling

1. Classes starting between 8:00-3:50 must begin at the top of the hour.
2. Classes must end at least 10 minutes before the next top-of-the-hour time block for passage.
3. Classes longer than 80 minutes should incorporate a 10-minute break.
4. A class should not occupy more than two subsequent hours, with exceptions for lab, Practicum, etc. classes meeting 2-3 hours per credit.
5. Labs will have assigned time blocks within CourseLeaf, distinct from other course components
 - a. Friday or off-peak placement is preferred for LAB course component types
 - b. No more than two consecutive 50-minute blocks can be used between 10:00-1:50
6. The total number of section offerings per department between 10:00-1:50 is limited to no more than 60%.

Matrix of Approved Scheduling Patterns

MEETING PATTERNS FOR FULLY IN-PERSON CLASSES WITH 1:1 SEAT TIME

Credit Hours	Number of days meeting per week	Daily seat-time minutes	Approved Patterns
1-credit courses	1	50-minutes / day	Any day
2-credit courses	2	50-minutes / day	MW, WF, or TR
	1	110-minutes / day	T or R
3-credit courses	3	50-minutes / day	MWF
	2	75-minutes / day	TR
	2	75-minutes / day	MW at 8:00 or after 2:00
4-credit courses	4	50-minutes / day	MTWR or TWRF
	2	110-minutes / day	TR or MW
5-credit courses	5	50-minutes / day	MTWRF
	3	95-minutes / day	MWF
	3	110-minutes for 2 days 50-minute on 1 day	MWF

HYBRID MEETING PATTERNS

1-credit courses	Unavailable	WE	Not Possible	
2-credit courses	1	WE	50	Any Approved 1-credit meeting pattern from the approved 1:1 Matrix
3-credit courses	1-2	WE	50-110	Any Approved 2 credit meeting pattern from the fully in-person 1:1 matrix
4-credit courses	2-3	WE	50-110	Any Approved 2-3 credit meeting pattern from the fully in-person 1:1 matrix
5-credit courses	3-4	WE	50-110	Any Approved 3-4 credit meeting pattern from the fully in-person 1:1 matrix

MEETING PATTERNS FOR FULLY IN-PERSON CLASSES WITH 2:1 SEAT TIME

Credit Hours	Number of days meeting per week	Daily seat-time minutes	Approved Patterns
1-credit courses	1	110-minutes / day	Any day
2-credit courses	2	110-minutes / day	MW, WF, or TR
	1	210-minutes / day	T or R, 8:00 or after 2:00
3-credit courses	3	110-minutes / day	MWF
	2	160-minutes / day	TR, 8:00 or after 2:00
	2	160-minutes / day	MW, 8:00 or after 2:00
4-credit courses	4	110-minutes / day	MTWR or TWRF
	2	210-minutes / day	TR or MW, 8:00 or after 2:00
5-credit courses	5	110-minutes / day	MTWRF
	3	175-minutes / day	MWF, 8:00 or after 2:00

MEETING PATTERNS FOR FULLY IN-PERSON CLASSES WITH 3:1 SEAT TIME

Credit Hours	Number of days meeting per week	Daily seat-time minutes	Approved Patterns
1-credit courses	1	160-minutes / day	Any day
2-credit courses	2	160-minutes / day	MW, WF, or TR, 8:00 or after 2:00
	1	310-minutes / day	T or R, 8:00 or after 2:00
3-credit courses	3	160-minutes / day	MWF, 8:00 or after 2:00
	2	235-minutes / day	TR, 8:00 or after 2:00
	2	235-minutes / day	MW, 8:00 or after 2:00
4-credit courses	4	160-minutes / day	MTWR or TWRF, 8:00 or after 2:00
	2	310-minutes / day	TR or MW, 8:00 or after 2:00
5-credit courses	5	160-minutes / day	MTWRF, 8:00 or after 2:00
	3	260-minutes / day	MWF, 8:00 or after 2:00

Course Components and Expected Seat Time

Component	Weekly Hours of Student Seat Time : Credits 1:1 = 1 hour seat time for 1 credit 2:1 = 2 hours seat time for 1 credit	Description
Lecture (LEC)	1:1	Formal presentation, primarily one way communication.
Discussion (DIS)	1:1	Two-way interaction between student and faculty.
Seminar (SEM)	1:1	Students carry the major responsibility for course preparation, research and presentation of topics. Use for Seminar (X99) courses.
End of Program Assessment (EPA)	1:1	Courses in which the primary activities involve reviewing and assessing student work on their major program. Includes portfolio assessment.
Lecture and practice (LEP)	1:1	Formal presentation of course content followed by practical application of material in a classroom or class lab setting.
Activity (ACT)	2:1	Activity physical education activity courses.
Studio (STU)	2:1	Multi-level group instruction often used for music and art studio courses.
Laboratory (LAB)	2:1 general education 2:1 or 3:1 programs	Laboratory. Instructing, preparing, and supervising student investigations and field studies. Used primarily for science based courses.
Lecture/Lab Combination (LEC LAB)	LEC 1:1 LAB 2:1-1.5:1	Labs where the seat time is assumed from credit(s) assigned to the lecture. For instance, a 5-credit lecture lab combination includes four 50-minute lecture meetings and one single 100-minute lab meeting, which accounts for the fifth credit of the course.
Practicum (PRA)	3:1 no meeting pattern	Learning by practical experience under direct supervision of faculty and student employer. The primary learning activity is by supervised "hands-on" experience. Including cooperative education (X90) and internships.
Field Study/Experience (FLD)	3:1 no meeting pattern	Field Experience.
Independent Study (IND)	3:1 no meeting pattern	Student works independently with the limited faculty direction. Used for (X96) courses.
Supervision (SUP)	3:1 no meeting pattern	Students engaged in supervised practical experience. Includes student teaching.
Thesis (THE)	3:1 no meeting pattern	Preparation of the master's thesis (700) or undergraduate thesis.
Ensemble (ENS)	3:1	
Private lesson (PRL)	3:2-2:1 Weekly Studio + Private Lesson	Students work one to one with instructors. Used primarily for private lessons in music.

Standard Scheduling FAQ

Q: Why is Standardized Scheduling being proposed and implemented?

A: This is a return to standard best practices in scheduling. Pre-COVID, CWU's Ellensburg Campus course offerings were much more regimented in their time placement, distribution throughout the day, and consistency in meeting patterns across divisions. Having basic guidelines to help minimize conflicts is a standard practice at almost all institutions. This project is a guide to creating a student-centric schedule that offers courses in ways that will help the most students persist in their degrees.

Q: When do the Standardized Scheduling guidelines go into effect?

A: The Standardized Scheduling guidelines will be in effect and tracked starting the fall quarter of 2026.

Q: Will my department no longer have control of when we can offer our courses to students?

A: This project will not remove course scheduling and management of academic schedules from the Department Chairs and Associate Deans. The guidelines are being implemented to provide clear, yet flexible, guiding principles to offer classes for our students, while avoiding potential bottlenecks and overbooking critical time frames throughout the day.

Q: Our department offers this course in a schedule block that does not fit the approved time blocks due to a pedagogical necessity. Does this mean we must change our schedule to meet the guidelines?

A: There is a process to approve and allow exceptions. The Dean's Offices and Department Chairs will work closely to review exceptions to the guidelines. Exceptions will be tracked and reviewed by the Office of the Registrar, and as more data is collected, there will be adjustments made to account for commonly granted exceptions.

Q: Won't this change to the academic schedule cause major disruptions to course timetables that are currently in place?

A: Most adjustments will be minor to meet the new guidelines. Many departments already schedule sufficient seat time to meet contact hour requirements and spread their courses across the entire business day.

Q: My Lecture/Lab/Lecture Practice needs more/less time than is allotted in the approved scheduling options. What does this mean?

A: If you offer a course classified as a component and the seat time does not align with guidance established within the scope of this project, we suggest that a waiver to the meeting pattern be given by the Dean's Office while a departmental review is conducted of the course to see if a curriculum change should be submitted to adjust the component, the credit value for the course, or if a change to the seat time must be implemented.

Q: Will graduate-level courses need to adhere to the Standardized Scheduling practices?

A: We are not including stand-alone graduate-level courses within this framework. Stand-alone graduate-level courses can be scheduled in less standardized ways to fit student needs. The only exception to this will be in the case of layered courses within the curriculum, which must be reviewed for access and availability concerns for the undergraduates enrolled in the class.

Q: Who will track and report on schedule compliance?

A: The Office of the Registrar will track exceptions, schedule compliance, and report out to the campus community.