Any instructor who wishes can already offer a bi-term class, whenever they wish, of any number of hours.

Graduate or undergraduate? Our sense is that it applies to both as the document is arguing for a campus wide calendar? Or at least was arguing for such a change.

ASU has a mix of sessions. Two bi-terms, and a semester. They are required to offer both semester and bi-term classes.

50/50 mix would lead to student confusion about balanced load.

What happens if you schedule someone for a bi-term class and it doesn’t make. Lancaster State Community, which has a similar setup, the answer was we make those faculty teach summer school.

What happens to the student when the class doesn’t make? Many of our students receive financial aid which requires minimum number of hours to be registered. The student has registered in good faith. We are the ones canceling the class. Similar examples exist for students trying to graduate. It should be pointed out this is not limited to a bi-term model. We currently deal with this issue. However, administratively this becomes quite complex when you go from a semester model to essentially four terms that a student could be fully enrolled in, non-contiguously (3/0/0/3). How will our reporting to other agencies accurately report finalized figures?

Lots of work in these shorter semesters. Can students handle work? Particularly relevant given that quite a few of our students WORK part-time. Would students be employable if they are in school for four days during the week for 8 hours all day?

Many students report that their retention problems have less to do with performance in their coursework but conflicts with family and work times. How will an emphasis on bi-term courses affect the ability of these students to participate in these important aspects of their lives.

This will fall on department heads as they are ultimately responsible for scheduling of courses over the course of the year. Some departments may have program directors or similar offices that can assist, but scheduling will become essentially a task for the entire academic year. Similarly, advising, which currently hits faculty twice a year, could potentially go from a few intense weeks to an advising cycle that essentially covers the academic year.

Many classes require ‘field’ work with hours outside the classroom (or literally, in someone else’s classroom). To have courses that meet for extended periods during the day, and then require additional hours in the field following lecture seems to place a great burden on the student time.

Given the implementation of the Colonnade, it seems advisable that Western Kentucky University engage in one experiment at a time.

Most of us are thinking along the lines that a 16 week course is compressed into a short 7-week time frame. It is possible that the 16 week course is redesigned as two intensive bi-terms, which equate to the longer semester course. This would require new course proposals. For example, a two course sequence (Fall/Spring) might be redesigned into three bi-terms. This would represent some potential problems for academia as what happens when a student completes part of the sequence? This poses additional issues for course equivalence when students return to Western from a long absense.

Several courses require multiple revisions of assignments. Essentially, students have to ‘fail’ and see how to improve. In a short time frame, is it feasible to expect students (and teachers) to create fully realized thoughts and research?