**In these unprecedented times:** This timeline was prepared prior to Covid-19, based on calendar months. Although these months no longer apply, we have left the months in place to help you navigate—and give you an idea of how much time to allot for each phase.

**SoC Timelines\***

[](https://in.nau.edu/wp-content/uploads/sites/153/2020/04/SoC_Schedule_Final_Details_AY21_22.pdf)

**\* Click image to download**

[accordion]

**Early February**

* List major and minor requirements that will be offered on a calendar or other tool of your choice to help visualize the class schedules for fall, spring, and winter terms. It is also recommended that you color-code the types of classes (major requirements, minor requirements, electives, topics, etc.)
  + **Run the ERS SoC worksheet** to view the class details that rolled forward. Classes for each term will roll forward from the previous like-term in early February.
  + **Enter the number of seats required**, based on the academic unit leader’s determination from a combination of:
    - The projection report available on the VPAA website.
    - Applicable data from Enterprise Reporting and Tableau, also available on the VPAA website.
    - Internal and the academic unit’s historical knowledge.
  + **Identify meeting patterns\*** based on student success data, student need data, institutional priorities, and infrastructure needs.
    - Avoid clumping classes during peak hours;
    - Avoid utilizing a limited number of meeting patterns.
    - Provide a balance for blended/shorter session/1-unit lecture classes by building a pair of classes that will offset one another (with similar enrollment) to ensure rooms are fully utilized.
  + **Schedule within standard meeting times**, unless the class is granted an exception (i.e. labs, specialized courses, etc.)
  + **Collaborate with other units** if students in your program are required to enroll in specific classes outside the major.
    - Ensure the required classes are not overlapping so there are enough options that work for students’ schedules.
  + **Identify classes that are approved to be in pre-assigned classrooms** and verify that the assignment of the room does conflict with another class within your unit or with another class offered by a unit scheduling classes in the same building.
  + If courses rotate, you may include all of the courses in a footnote. This will allow you to see the rotating courses when you use the calendar for future terms.

\*When determining meeting patterns, they should prioritize student needs and schedules (e.g. major/minor requirements, student success data) and maximization of efficient room utilization.

[/accordion][accordion]

**Mid-February**

* List elective classes that will be offered on a calendar or other tool of your choice to help visualize the class schedules for fall, spring, and winter terms.
  + **Enter the number of seats required**, based on the academic unit leader’s determination from a combination of:
    - The projection report available on the VPAA website.
    - Applicable data from Enterprise Reporting and Tableau, also available on the VPAA website.
    - Internal and the academic unit’s historical knowledge.
  + **Identify meeting patterns\*** based on student success data, student need data, institutional priorities, and infrastructure needs.
    - Avoid clumping classes during peak hours;
    - Avoid utilizing a limited number of meeting patterns.
    - Provide a balance for blended/shorter session/1-unit lecture classes by building a pair of classes that will offset one another (with similar enrollment) to ensure rooms are fully utilized.
  + **Schedule within standard meeting times**, unless the class is granted an exception (i.e. labs, specialized courses, etc.).
  + **Identify classes that are approved to be in pre-assigned classrooms** and verify that the assignment of the room does conflict with another class within your unit or with another class offered by a unit scheduling classes in the same building.

\*When determining meeting patterns, they should prioritize student needs and schedules (e.g. major/minor requirements, student success data) and maximization of efficient room utilization.

[/accordion][accordion]

**Early March**

* List topic classes (identification of the specific topics are not necessary at this time) that will be offered, as well as other miscellaneous type of classes (e.g. recitations, independent studies, etc.) on a calendar or other tool of your choice to help visualize the class schedules for fall, spring, and winter terms.
  + **Enter the number of seats required**, based on the academic unit leader’s determination from a combination of:
    - The projection report available on the VPAA website.
    - Applicable data from Enterprise Reporting and Tableau, also available on the VPAA website.
    - Internal and the academic unit’s historical knowledge.
  + **Identify meeting patterns\*** based on student success data, student need data, institutional priorities, and infrastructure needs.
    - Avoid clumping classes during peak hours;
    - Avoid utilizing a limited number of meeting patterns.
    - Provide a balance for blended/shorter session/1-unit lecture classes by building a pair of classes that will offset one another (with similar enrollment) to ensure rooms are fully utilized.
  + **Schedule within standard meeting times**, unless the class is granted an exception (i.e. labs, specialized courses, etc.).
  + **Identify classes that are approved to be in pre-assigned classrooms** and verify that the assignment of the room does conflict with another class within your unit or with another class offered by a unit scheduling classes in the same building.

\*When determining meeting patterns, they should prioritize student needs and schedules (e.g. major/minor requirements, student success data) and maximization of efficient room utilization.

[/accordion][accordion]

**Late March**

* List combined sections that will be offered on a calendar or other tool of your choice to help visualize the class schedules for fall, spring, and winter terms.
  + If a combination includes classes from other units, collaborate with the other units to determine and agree upon the meeting pattern.
  + If the classes are not approved at the course level to be combined, refer to the “one-time course combination” process to request approval for the combination.
  + Once approved, add the combination to the combined sections table. If multiple units are combining classes, determine who will be responsible for adding the combination to the table.
    - The party responsible for adding the combination to the table should be the contact for any changes to the combination.
    - In most cases, changes to a class that is combined will require identical changes to other classes in the combination, and changes will likely also be required in the combined sections table.
  + If the classes that are to be combined did not roll forward, add them to the combined sections table once the build for your unit is finished.

[/accordion][accordion]

**Early April**

* These weeks should be used for an overall review of the unit’s upcoming schedule. In this review, please verify:
  + there are **no overlaps in meeting patterns** of required classes in the case that a limited number of these required classes are scheduled.
  + Verify there are **no overlaps of pre-assigned classrooms**.
  + Verify there are **no overlaps of classes taught by the same instructor**.
* Review the updated projection report on the VPAA website.
  + Verify the correct number of seats are built and make adjustments as needed.
  + Use internal and academic unit historical knowledge.
* Be certain an adequate number of course line sections with the proper grading bases are planned for courses such as:
  + Independent Study
  + Fieldwork
  + Internship
  + Thesis
  + Dissertation

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**Mid-April to Early May**

This is your **opportunity to check with faculty** before you enter the input stage.

* Entry of the schedule build on the ERS SoC worksheet can be made as the planning process progresses or once it is finished.
* We encourage units to start their input sooner rather than later, even if the worksheets for the upcoming build are not due to SoC until later in the summer.
* It is best to have builds done by the time faculty leave for the summer, if possible.
* If the ERS SoC worksheets need to be revisited prior to submission, that is fine. However, schedule builds should conclude prior to Early June, which is when the first ERS SoC worksheets are due.

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