



RCS News

Important Updates from Room & Course Scheduling

IN THIS ISSUE

ANNOUNCEMENTS

- Spring 2025 Closed Scheduling Requests for Centrally Scheduled Classrooms
- Summer & Fall 2025 Open Scheduling Began October 7
- RCS Team Reviewing Analytics Tools for Instructor Lists

THANK YOU

- Open Scheduling for Summer & Fall 2025 Kickoff Webinar--Recording Now Available

SCHEDULING TIP: Open Scheduling Facility ID Set-Up

CLASSROOM SPOTLIGHT: Chemistry (CHEM) 205

UPCOMING SCHEDULING DATES & DEADLINES

ANNOUNCEMENTS

Spring 2025 Closed Scheduling Requests for Centrally Scheduled Classrooms

With shopping carts open and the enrollment period approaching, the RCS team is working diligently to process as many spring 2025 section forms as possible. With the robust Schedule of Classes offered by each department, the majority of Centrally Scheduled Classrooms are already booked for the most of the prime-time meeting pattern slots. We encourage departments to consider non-prime time meeting patterns and interdepartmental classroom swaps for sections still in need of a Centrally Scheduled Classroom. Additionally, please check if any departmental space is available within your academic unit to use in Spring 2025.

The [Closed Scheduling Room Assignment Troubleshooting](#) resource guide provides solutions for when a class is not automatically assigned a Centrally Scheduled Classroom.

To expedite room and schedule change requests, ensure your Section Forms include all necessary information and are

filled out correctly by reviewing the [Section Form Success](#) resource guide.

Summer & Fall 2025 Open Scheduling Began Oct 7, 2024

Summer & Fall 2025 Open Scheduling in UAccess began on October 7 and continues through January 15. On September 30, the terms "rolled over" from Summer and Fall 2024 to create the Summer and Fall 2025 terms. Open Scheduling marks the beginning of the scheduling cycle and is the first opportunity for department schedulers to add, change, or cancel class sections to be delivered differently than in past terms.

RCS Team Reviewing Analytic Tools for Instructor Lists

During the Open Scheduling Webinar, the RCS team received an inquiry regarding analytic tools available for reviewing and managing a department's complete instructor list. Based on our initial investigation, while several reports provide instructor data, currently the most comprehensive tool to review a department's instructor roster is the Instructor Availability report within the Catalog and Schedule dashboard. RCS is collaborating with the UAIR team to review and make suggestions to modify this report. If your academic unit has suggestions for analytical reporting, please contact us at rcshelp@arizona.edu with your input.

THANK YOU

Open Scheduling for Summer & Fall 2025 Kickoff Webinar

Thank you to everyone who joined us for the **Summer and Fall 2025 Open Scheduling Kickoff** webinar! We appreciated the thoughtful questions submitted and shared during our session. Topics included the roll out of the student-centered COC session review, an overview of the International Direct Transition to Arizona Online (effective Spring 2025), and a reminder that the Harvill Building is offline for Spring 2025.

[OPEN SCHEDULING RECORDING AND SLIDES](#)

For a more in-depth review of scheduling processes, the department scheduler training is available in EDGE for your reference, [UAccess Student: Managing the Schedule of Classes](#).

SCHEDULING TIP

Open Scheduling: Facility ID Set-up

Some class sections naturally benefit from the innovations available in the **Collaborative Learning Spaces (CLS)**, while other class sections are best suited for traditional or departmental classrooms. As the department scheduler, it is important to know the options available and how to guide faculty in accessing these instructional resources.

During open scheduling, department schedulers will enter detailed class information as to what day(s) and times students are expected to attend, the name of the instructor, and room characteristic information within the **Maintain Schedule of Classes** tile under the **Meetings** tab.

Communicating **Facility ID information** is necessary for RCS to know the type of classroom that is being requested. To indicate the classroom space, follow the steps below while in the **Meetings** tab:

Centrally Scheduled Classroom (CSC)

To request a Centrally Scheduled Classroom, enter **999-RMRQST - Centrally Scheduled Room Request** in this field. This tells RCS to include the class section in the Centrally Scheduled Classroom optimization process (dependent on availability). In addition, **assign 32 as the Room Characteristic code**, and indicate the requested room capacity (based on historical enrollment) as these fields work together when optimizing Centrally Scheduled Classroom space.

Departmentally Scheduled Classroom (DSC)

Ideally, departments with Departmentally Scheduled Classrooms are maximizing the use of department space before requesting Centrally Scheduled Classrooms because these are premium assets only available at the department level. To inform RCS that DSC spaces are being used, **enter the department facility ID, and designate 31 in the Room Characteristic Field**. Note that the DSC room capacity pulled from UAccess may not reflect the actual capacity of the classroom, so become familiar with room capacity and characteristics before assigning Departmentally Scheduled Classrooms.

Collaborative Learning Space (CLS)

To request a Collaborative Learning Space, follow the same steps as a general CSC request AND **add a second Room Characteristic: 35** for CLS. Instructors are responsible for submitting and maintaining their CLS Preferred Instructor application to qualify for the CLS Preferred Instructor list. During room scheduling, sections requesting a CLS are reviewed to confirm an eligible instructor is listed. Please reach out to Jenna Childers at rcshelp@arizona.edu to determine if your instructor is approved.

Please note that a request for a Collaborative Learning Space cannot be guaranteed. There are sixty-one rooms ranging in size from 18-264 and each semester the demand for a CLS grows. It is best to have a backup, non-prime-time meeting pattern ready. If a CLS is not assigned at the requested time another Centrally Scheduled Classroom may be assigned during the Optimization process.

For additional direction on requesting a CLS, review the Scheduling a Collaborative Learning Space Resource Guide.

CLASSROOM SPOTLIGHT

CHEMISTRY (CHEM) 205

Capacity: 56



Features: **Chemistry 205** is a mid-sized, **Collaborative Learning Space (CLS)** classroom with enhanced technology that is specially designed to support group work. CHEM 205 is equipped with enhanced video and audio equipment to capture students and instructors speaking throughout the classroom. Plus, the classroom includes added personal-sized whiteboards to increase collaboration.



To reach CHEM 205, students pass through the newly renovated, accessible mall entrance of the Chemistry building which creates a welcoming environment for students to gather and study between classes. With the addition of a mezzanine level, all floors of the Chemistry building are accessible from the main entrance via stairs and elevators.

UPCOMING SCHEDULING DATES & DEADLINES

OCTOBER

1

Winter 2024 & Spring 2025 Schedule of Classes goes live

OCTOBER

7

First Day of Open Scheduling Summer & Fall 2025

DECEMBER

1

Deadline to submit Priority Scheduling Request Forms, Common Finals Request Forms, and Collaborative Learning Space Requests

[View All Scheduling Dates & Deadlines](#)

[VIEW PAST ISSUES OF RCS NEWS](#)

[JOIN THE RCS NEWS MAILING LIST](#)

You are receiving this email from the **RCS News** mailing list.

Student Services, 1401 E University Blvd,, Tucson, AZ 85719, USA
© Copyright 2024 The University of Arizona. All rights reserved.

Land Acknowledgment

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.