

REPORT ON A SURVEY AMONG SFA GRADUATE STUDENTS
ON ACCELERATED COURSES AND COURSE MODALITY
FALL 2020

Dr. Ray Darville
Department of Anthropology, Geography, and Sociology
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Executive Summary

A survey was conducted during Fall, 2020 among currently enrolled graduate students (n = 1,633) at SFA to receive their feedback focusing on course offerings especially course length and course modality. A total of 955 useable surveys, representing a response rate of almost 60%, were analyzed. Students clearly preferred 16-week courses compared to 8-week courses, but preference varied somewhat by college. Students having completed at least one 8-week course at time of survey were more likely to prefer 8-week courses compared to those who had not completed such a class. Furthermore, their top preference was for an online modality such that the top preferred preference was online courses (modality) that are 8-week courses (course length). Through two open-ended questions, these respondents provided hundreds of comments on their perceived advantages and disadvantages. Their top three key disadvantages were: (1) 8-week courses are too fast paced, rushed with too little time to complete work and learn appropriately, (2) 8-week courses have lower (or can have lower) quality of teaching and learning compared to 16-week courses, and (3) increased personal stress with feeling overwhelmed. They also provided key advantages to 8-week courses. The top three were: (1) improved teaching and learning, (2) faster course completion, and (3) faster graduation. Recommendations were made to push additional conversation and action about course length and modality.

Introduction

Higher education is changing quickly. With the development of COVID-19 during spring, 2020, these changes gave way to even more changes more quickly. University administrators and faculty must continue to intentionally consider how to deliver quality education in this new, and quickly evolving higher education environment.

Among other changes and proposed changes, SFA is now considering altering its traditional 16-week, standard fall/spring course length to a more compact 8-week term so that 8-week courses will increase in number across the university. Several advantages for both faculty and students to this shorter course length are believed to be true and now studied by others while some disadvantages are also known.

Obtaining feedback from our students should be part of these intentional considerations, especially when these large-scale changes are being considered. During Fall, the researcher was contacted by Dr Pauline Sampson (Dean of Research and Graduate Studies) to conduct a social survey of current graduate students at SFA to ascertain their experiences with and views toward course length and teaching modality. Thus, this was a very focused survey pertaining directly to limited considerations. The overall objective was to determine their experience with, perceptions of, and opinions toward 8-week (or reduced length, accelerated) courses at SFA.

Teaching courses in a compressed, or accelerated, format is not new. Austin Community College, for example, has been teaching courses in this length since the 1990s(<http://www.sfasu.edu/docs/envisioned/acc-8wk-course-survey.pdf>). Their research (from 1998) recommended an expansion of the number of 8-week courses,

offering them in more locations and with different class times. They found that these courses had many benefits such as: (1) flexibility in scheduling work or travel, (2) completing degree requirements more quickly, (3) providing students opportunities to get and stay more focused on course work compared to 16-week courses, and others. But, they also found students struggled with “keeping up” with the course schedule, finding sufficient time daily and weekly to perform well in the class, concerned about falling behind quickly, a compressed exam schedule, concern over whether learning would be retained, insufficient time to build relationships with other students and faculty, and other concerns.

Odessa College (Odessa College, 2017) found that moving to more 8-week courses had the following immediate effects: (1) increased enrollment, (2) increased rate of credit attainment toward a degree, (3) increased semester-to-semester persistence. Also, they found that these courses allowed more students to have access to federal financial aid and concluded “The transition to 8-week terms has done considerable good at minimal cost.”

West Georgia University (Austin and Gustafson, 2006) also conducted an intensive valuation of the impact of course length on student learning. Several findings stand out for consideration here. First, they found that significant improvement in selected academic outcomes could not be explained by student characteristics (e.g., student SAT math score and SAT verbal score). This finding is consistent with others (Rayburn and Rayburn, 1999; Ewer, et.al., 2002).

Research in accelerated developmental courses also adds to our understanding of the efficacy of these courses in specific academic situations (Sheldon and Durdella,

2010). At a California community college, students enrolled in either a regular length developmental English, reading or math course or one that was 8 or fewer weeks long. Students in all age, gender, and ethnicity categories had greater levels of success than students registered for regular length courses even when controlling for social or academic characteristics of the students.

What is not seen much in literature is research involving graduate students. While evidence suggests student success and other benefits accrue with 8-week classes, there is little or no evidence that these accelerated courses have been studied among a population of current graduate students. Thus, based on selected research literature and the objective of this project, here are the questions to be addressed and answered through this study among currently enrolled SFA graduate students.

1. What is the preferred course length for graduate courses at SFA?
2. What is the preferred modality for graduate courses?
3. What are the relationships between their completion of an 8-week course and their course preferences?
4. Among those having completed an 8-week course, what is the level of satisfaction with that course or courses?
5. What factors are related to their satisfaction level?
6. What do these students view as advantages and disadvantages of 8-week courses?
7. What differences, if any, exist among students by college of the student's degree?

Methods

Given time and other constraints as well as the advantages of an electronic survey, a cross-sectional, brief social survey was conducted during the Fall, 2020 semester using Qualtrics, an electronic survey platform.

Population

The population for this study consisted of all currently enrolled graduate students (N = 1,633) at SFA during Fall, 2020. The list was provided by the Graduate School. Through the Office of Institutional Research (Table 1). The College of Education had the most students (n = 874), representing over fifty percent (53.5%) of the population while the College of Fine Arts had the fewest students (n = 79, 4.8%). The population was compared to the sample very favorably. The colleges of business, fine arts, and liberal and applied were slightly over-represented in the sample while the colleges of education, forestry, and sciences and mathematics were slightly under-represented in the sample. The largest difference was in the college of sciences and mathematics while the smallest difference was associated with the college of education (-0.3%). Based on representation by college, the sample was considered representative.

Table 1. Graduate Student Population and Sample Counts by College

College	Number of Graduate Students	Population Percent	Number of Survey Responses	Sample Valid Percent	Difference Sample to Population %
Business	143	8.8	77	10.1	1.3
Education	874	53.5	407	53.2	-0.3
Fine Arts	79	4.8	41	5.4	0.6
Forestry	91	5.6	38	5.0	-0.6
Liberal & Applied Arts	287	17.6	141	18.4	0.8
Sciences & Mathematics	159	9.7	61	8.0	-1.7
Total	1,633	100.0	765	100	0.10

During fall 2020 semester, these graduate students were registered for a combined 10,917 semester credit hours (SFA Office of Institutional Research, Table 2). Their semester credit hours per student varied from a low of 1 to a high of 18 (M =

7.10). About 85% were attempting 9 or fewer semester credit hours and over 60% were attempting 6 or fewer semester credit hours.

Table 2. Number of Semester Credit Hours Attempted by SFA Graduate Students

Semester Credit Attempted	Number of Graduate Students	Percent of Grad Students	Total	Cumulative %
1	70	4.60%	70	4.60%
2	5	0.30%	10	4.90%
3	161	10.50%	483	15.40%
4	23	1.50%	92	16.90%
5	4	0.30%	20	17.20%
6	671	43.60%	4026	60.80%
7	26	1.70%	182	62.50%
8	19	1.20%	152	63.70%
9	324	21.10%	2916	84.80%
10	14	0.90%	140	85.70%
11	31	2.00%	341	87.70%
12	124	8.10%	1488	95.80%
13	12	0.80%	156	96.60%
14	10	0.70%	140	97.30%
15	25	1.60%	375	98.90%
16	8	0.50%	128	99.40%
18	11	0.70%	198	100.10%
Grand Total	1,538		10,917	

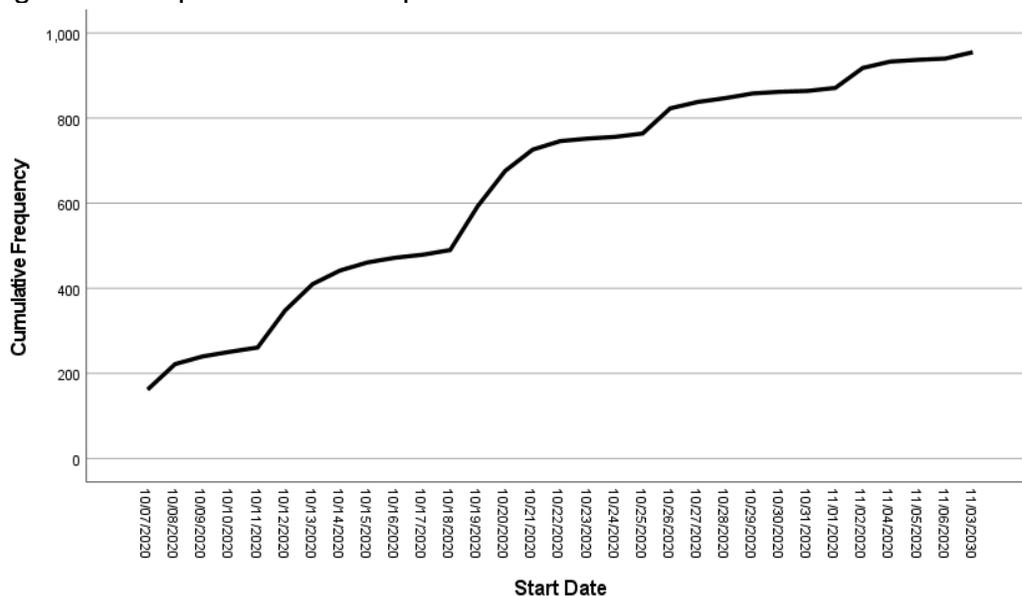
Survey Development

The survey was developed and designed to address research objectives, answer research questions, and to be completed during the fall 2020 semester so that academic units could consider this information in planning for the fall, 2021 and subsequent semesters. The researcher developed a draft of the instrument after consultation with Dr. Sampson who provided feedback and recommendations. The survey was revised based on her comments. Then, the survey was created in Qualtrics

(Qualtrics.sfasu.edu), a licensed product at SFA. The survey was then pilot tested, and a few additional changes were made.

Dr. Sampson wrote a cover letter to describe and explain the survey to the currently enrolled SFA graduate students. This was emailed to all graduate students (N = 1,633) on October 7th, 2020; her email included a link to the Qualtrics survey. Multiple follow-up emails were sent during the survey administration period, including ones sent by the respective college deans. A cumulative response rate graph (Figure 1) shows the response pattern. A total of 960 completed questionnaires were obtained with the final data file consisting of 955 cases, representing a response rate of 58.5%. It was clear that the survey reminder made a substantial difference in response rates. The survey was considered anonymous with no personal data entered or obtained.

Figure 1. Response Rate Graph



The survey was available for completion for 31 days, closing on November 7th, 2020. Following the deadline, the Qualtrics data file was downloaded into IBM SPSS Statistics (version 27) for data cleaning and management. After the data file was

examined and data cleaned, standard data analysis was conducted (Szafran, 2012) to answer research questions and to address research objectives.

Results

Student Background

Respondents came from all six colleges, almost in the same proportion as in the population (Table 3). Over 70% came from only two colleges (education and liberal and applied arts). Of note is that a substantial number of students did not answer the question on their college, perhaps to help maintain anonymity.

Table 3. College of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nelson Rusche College of Business	77	8.1	10.1	10.1
	James I. Perkins College of Education	407	42.6	53.2	63.3
	College of Fine Arts	41	4.3	5.4	68.6
	Arthur Temple College of Forestry and Agriculture	38	4.0	5.0	73.6
	College of Liberal and Applied Arts	141	14.8	18.4	92.0
	College of Sciences and Mathematics	61	6.4	8.0	100.0
	Total	765	80.1	100.0	
Missing	No Answer	190	19.9		
Total		955	100.0		

Some 94.8% of respondents said they were in a Masters program while the remaining (5.2%) said they were in a doctoral program. Furthermore, some were in their first semester as a SFA graduate student while the maximum completed was 63

semester credit hours. Mean completed hours was 13.89 (median = 12 SCH) and 90% had completed 30 or fewer semester credit hours. A few students (n =15) reported being registered for 0 SCH during fall, probably because they had withdrawn from their course or courses prior to the survey. For the fall, 2020 semester, the mean number of courses attempted was 2.59 (Median = 2 courses). Some 81.3% were attempting 3 or fewer courses during the semester.

Table 4. Number of Graduate Courses Attempted During Fall 2020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	15	1.6	1.6	1.6
	1	132	13.8	14.0	15.6
	2	363	38.0	38.5	54.1
	3	256	26.8	27.2	81.3
	4	111	11.6	11.8	93.1
	5	27	2.8	2.9	96.0
	6	30	3.1	3.2	99.2
	7	8	.8	.8	100.0
	Total	942	98.6	100.0	
Missing	No Answer	13	1.4		
Total		955	100.0		

We also asked them to identify how many of their fall classes were 8-week courses. The number of 8-week courses ranged from 0 such courses (56.0%) to a high of 6 such courses. The mean was 0.79 8-week courses (SD = 1.063). Some 95.6% were registered for 2 or fewer of these accelerated courses. Then, we calculated the percent of 8-week cases of all their attempted courses. Percent ranged from 0% to 100%. Mean percent was 34.6% (SD = 41.71%). For one quarter of respondents, all of their courses this semester were 8-week courses.

Eight-week courses are relatively new on the SFA campus and thus we expected relatively few graduate students to have completed an eight-week course (Table 5). This is indeed what we found. Only 13.3% (n = 126) of respondents said they had already completed at least one eight-week course by the time of survey; some students said they were scheduled for one later during the fall semester (Table 5). The likelihood of students having completed an 8-week course varied somewhat by college (Table 6), but not substantially; the relationship was weak ($V = .038$). Students in the college of forestry and agriculture were most likely (15.8%) while college of fine arts students were least likely (9.8%).

Table 5. Completed an 8-Week Graduate Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	819	85.8	86.7	86.7
	Yes	126	13.2	13.3	100.0
	Total	945	99.0	100.0	
Missing	No Answer	10	1.0		
Total		955	100.0		

Table 6. Completed an 8-Week Graduate Course Crosstabulation by College

			Completed an 8-Week Graduate Course		Total
			No	Yes	
College	Nelson Rusche College of Business	Count	69	8	77
		%	89.6%	10.4%	100.0%
	James I. Perkins College of Education	Count	353	53	406
		%	86.9%	13.1%	100.0%
	College of Fine Arts	Count	37	4	41
		%	90.2%	9.8%	100.0%
	Arthur Temple College of Forestry and Agriculture	Count	32	6	38
		%	84.2%	15.8%	100.0%
	College of Liberal and Applied Arts	Count	124	17	141
		%	87.9%	12.1%	100.0%
	College of Sciences and Mathematics	Count	53	8	61
		%	86.9%	13.1%	100.0%
Total		Count	668	96	764
		%	87.4%	12.6%	100.0%

Student Preferences

We asked students their preference for course length-8 weeks or 16 weeks (Table 7). The large majority (65.5%, n = 609) said they preferred the traditional 16-week semester.

Table 7. Preferred Course Length

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8 weeks	321	33.6	34.5	34.5
	16 weeks	609	63.8	65.5	100.0
	Total	930	97.4	100.0	
Missing	No Answer	25	2.6		
Total		955	100.0		

Preference for course length varied by college (Table 8); overall, just over a third of students preferred 8-week courses while about two-thirds preferred the more traditional 16-week courses. Only 15.0% of fine arts students preferred 8-week courses while 43.9% of the College of Education students preferred 8-week courses. The relationship was moderate ($V = 210$).

Table 8. Preferred Course Length by College

			Preferred Course Length		Total
			8 weeks	16 weeks	
College	Nelson Rusche College of Business	Count	20	56	76
		%	26.3%	73.7%	100.0%
	James I. Perkins College of Education	Count	175	224	399
		%	43.9%	56.1%	100.0%
	College of Fine Arts	Count	6	34	40
		%	15.0%	85.0%	100.0%
	Arthur Temple College of Forestry and Agriculture	Count	9	29	38
		%	23.7%	76.3%	100.0%
	College of Liberal and Applied Arts	Count	34	105	139
		%	24.5%	75.5%	100.0%
	College of Sciences and Mathematics	Count	18	43	61
		%	29.5%	70.5%	100.0%
Total		Count	262	491	753
		%	34.8%	65.2%	100.0%

Furthermore, we wanted to know if there was a relationship between preferred course length and whether the students were pursuing a Masters degree or a Doctorate (Table 9). Both groups preferred the 16-week course format, but there was a substantial difference in the strength of preference. Almost two-thirds (63.9%) of Masters students

preferred the 16-week format while 81.6% of Doctoral students preferred the longer course format. The relationship was weak ($V = .081$).

Table 9. Preferred Course Length by Level of Graduate Degree

			Masters degree or Doctoral Degree		Total
			Masters	Doctoral	
Preferred Course Length	8 weeks	Count	260	7	267
		%	36.1%	18.4%	35.2%
	16 weeks	Count	460	31	491
		%	63.9%	81.6%	64.8%
Total		Count	720	38	758
		%	100.0%	100.0%	100.0%

We then examined the relationship between their course length preference and whether they had completed at least one 8-week course. Results (Table 10) show that only 33.3% of those not completing a course preferred an 8-week course but this increased to 42.6% among those who had, representing an increase in almost 10%.

Table 10. Relationship Between Preferred Course Length and Completion of an 8-Week Graduate Course

			Completed an 8-Week Graduate Course		Total
			No	Yes	
Preferred Course Length	8 weeks	Count	269	52	321
		%	33.3%	42.6%	34.5%
	16 weeks	Count	539	70	609
		%	66.7%	57.4%	65.5%
Total		Count	808	122	930
		%	100.0%	100.0%	100.0%

Furthermore, we wanted to know if more completed credit hours (more course experience at SFA) affected their preferred course length (Table 11). There was a weak

relationship ($V = .099$). Regardless of completed SCH, all groups preferred the 16 week course length, but preference varied somewhat by number of completed SCH. Some 32.3% of those who had completed 0 SCH preferred the 8-week course, while 42.8% of those with 1 to 12 completed SCH preferred the 8-week course length and 33.3% of those with 13 or more SCH preferred the 8-week course length.

Table 11. Relationship Between Preferred Course Length and Completed Semester Credit Hours

			Completed SCH			Total
			0	1-12	13-63	
Preferred Course Length	8 weeks	Count	41	116	106	263
		%	32.3%	42.8%	33.3%	36.7%
	16 weeks	Count	86	155	212	453
		%	67.7%	57.2%	66.7%	63.3%
Total		Count	127	271	318	716
		%	100.0%	100.0%	100.0%	100.0%

And, finally, is there a relationship between course modality and preferred course length? We found a moderate relationship ($V = .353$). For those preferring either the face-to-face or hybrid modality, the preferred course length was 16 weeks, but among those preferring online modality, the top preference (51.4%) was for 8 weeks (Table 12). Among all respondents, the top combination preference was online modality with 8-week course length (26.0%) while the least preferred combination was face-to-face modality with 8-week course length (3.8%).

Table 12. Relationship Between Preferred Course Length and Preferred Course Modality

			Preferred Course Modality			Total
			Face-to-Face	Hybrid	Online	
Preferred Course Length	8 weeks	Count	29	43	200	272
		% Preferred Course Modality	13.2%	26.7%	51.4%	35.4%
		% Total	3.8%	5.6%	26.0%	35.4%
	16 weeks	Count	190	118	189	497
		% Preferred Course Modality	86.8%	73.3%	48.6%	64.6%
		% Total	24.7%	15.3%	24.6%	64.6%
Total		Count	219	161	389	769
		% Preferred Course Modality	100.0%	100.0%	100.0%	100.0%
		% Total	28.5%	20.9%	50.6%	100.0%

Modality.

Next, we asked about their preferred modality (face-to-face, hybrid, or online). Just over half (50.8%) preferred the online modality, while 28.5% preferred the face-to-face modality while only 20.8% preferred hybrid modality (Table 13).

Table 13. Preferred Modality of Courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Face-to-Face	222	23.2	28.5	28.5
	Hybrid	162	17.0	20.8	49.2
	Online	396	41.5	50.8	100.0
	Total	780	81.7	100.0	
Missing	No Answer	175	18.3		
Total		955	100.0		

We then looked at factors related to their modality preference (Table 14). First, we looked at college; modality preferred varied by college. Face-to-face modality was favored by students in business, fine arts, forestry and agriculture, and sciences and mathematics. The hybrid modality was favored by none of the colleges. Students in education, fine arts (tie with face-to-face), and liberal and applied arts favored online modality. The relationship was moderate ($V = .240$).

Table 14. Preferred Course Modality by College

			Preferred Course Modality			Total
			Face-to-Face	Hybrid	Online	
College	Nelson Rusche College of Business	Count %	40 51.9%	21 27.3%	16 20.8%	77 100.0%
	James I. Perkins College of Education	Count %	70 17.4%	76 18.9%	257 63.8%	403 100.0%
	College of Fine Arts	Count %	15 37.5%	10 25.0%	15 37.5%	40 100.0%
	Arthur Temple College of Forestry and Agriculture	Count %	21 55.3%	7 18.4%	10 26.3%	38 100.0%
	College of Liberal and Applied Arts	Count %	47 33.3%	29 20.6%	65 46.1%	141 100.0%
	College of Sciences and Mathematics	Count %	25 41.0%	15 24.6%	21 34.4%	61 100.0%
Total		Count	218	158	384	760
		%	28.7%	20.8%	50.5%	100.0%

Next, we examined the relationship between preferred course modality and whether they had ever completed an 8-week course (Table 15). The relationship was weak ($V = .024$).

Table 15. Relationship Between Preferred Course Modality and Whether the Student had Completed an 8-Week Graduate Course

			Completed an 8-Week Graduate Course		Total
			No	Yes	
Preferred Course Modality	Face-to-Face	Count	194	28	222
		%	28.5%	28.3%	28.5%
	Hybrid	Count	139	23	162
		%	20.4%	23.2%	20.8%
	Online	Count	347	48	395
		%	51.0%	48.5%	50.7%
Total		Count	680	99	779
		%	100.0%	100.0%	100.0%

Recommend 8-Week Courses

As another measure of their preference for 8-week courses, we asked students to indicate if they would recommend this course format to other SFA graduate students (Table 16). Almost 60 percent (59.2%) said they would recommend them. Among those who had already completed at least one such course by the time of the survey, about 57.9 percent said they would recommend. We then looked at the data by college. A majority of students in three colleges would recommend these types of courses: business (61.2%), education (61.5%), and liberal and applied arts (58.0%) while a majority in the three other colleges (fine arts, forestry and agriculture, and sciences and mathematics) would not recommend 8-week courses.

Table 16. Recommend 8-week courses to Other SFA Graduate Students by College

			Recommend 8-week courses to Other SFA Graduate Students		Total
			Not Recommend	Recommend	
College	Nelson Rusche College of Business	Count %	26 38.8%	41 61.2%	67 100.0%
	James I. Perkins College of Education	Count %	129 38.5%	206 61.5%	335 100.0%
	College of Fine Arts	Count %	19 55.9%	15 44.1%	34 100.0%
	Arthur Temple College of Forestry and Agriculture	Count %	17 58.6%	12 41.4%	29 100.0%
	College of Liberal and Applied Arts	Count %	47 42.0%	65 58.0%	112 100.0%
	College of Sciences and Mathematics	Count %	30 57.7%	22 42.3%	52 100.0%
	Total	Count %	268 42.6%	361 57.4%	629 100.0%

Disadvantages to 8-Week Courses

We gave these graduate students an open-ended question asking them to identify key disadvantages of 8-week courses. Their responses were coded into a limited number of categories (Table 17). In Table x, we show the responses of all respondents, whether or not they had completed an 8-week course at the time of survey and in Table x, we show the responses among only those students who answered the question and who had completed at least one 8-week course at the time of survey.

Among all respondents, almost two-thirds (62.6%) said the key disadvantage is that the course was fast, too fast, rushed, too concentrated with too little time to

complete required work in the course (Table 17). Additionally, 20.7% said that the 8-week format led to lower quality of teaching and learning. Some 7.9% said there was or would be an increased amount of stress with 8-week courses with some saying they were overwhelmed or would be overwhelmed in that course format. Of note here is that 4.5% of those replying to this question said they found no disadvantages.

Table 17. Key Disadvantages of 8-Week Courses – All Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too Fast Paced/Rushed/Too Little Time	397	41.6	62.6	62.6
	Lower Quality of Teaching and Learning	131	13.7	20.7	83.3
	Increased Stress/Overwhelmed	50	5.2	7.9	91.2
	Difficult to Manage with Other Obligations	33	3.5	5.2	96.4
	Other Concerns	13	1.4	2.1	98.4
	Big Adjustments	6	.6	.9	99.4
	Can Take Fewer Courses at a Time	4	.4	.6	100.0
	Total	634	66.4	100.0	
Missing	No Answer	278	29.1		
	No Disadvantages	43	4.5		
	Total	321	33.6		
Total		955	100.0		

In the table below (Table 18), we show the responses for individuals self-identifying that they had completed at least one 8-week course by survey time. The pattern of responses was like all respondents. Some 63.3% said the course was rushed, too fast, with too little time to complete work in the course; this outcome is slightly higher than the 62.6% among all respondents. And, an additional 19.0% said the course led to lower quality of teaching and learning, which is slightly less than the

20.7% among all respondents. And, some 4.8% said they did not see any disadvantages, which is slightly higher than among all respondents.

Table 18. Key Disadvantages of 8-Week Courses – Only Students Who Had Completed an 8-Week Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Too Fast Paced/Rushed/Too Little Time	50	39.7	63.3	63.3
	Lower Quality of Teaching and Learning	15	11.9	19.0	82.3
	Increased Stress/Overwhelmed	10	7.9	12.7	94.9
	Difficult to Manage with Other Obligations	2	1.6	2.5	97.5
	Can Take Fewer Courses at a Time	1	.8	1.3	98.7
	Other Concerns	1	.8	1.3	100.0
	Total	79	62.7	100.0	
Missing	No Answer	41	32.5		
	No Disadvantages	6	4.8		
	Total	47	37.3		
Total		126	100.0		

Advantages of 8-Week Courses

In an open-ended question, we asked respondents to identify one or more key advantages to 8-week courses (Table 19). Among all respondents, three answers comprised almost 90% of all responses: (1) almost a third (30.5%) provided improved teaching and learning as a key advantage. These answers included being able to focus on only one class at a time, to learn the material better, and other answers. (2) Another 29.3% said faster course completion was an advantage while 27.6% indicated that faster graduation was a key. Some 4.9% said there were no advantages to this course length.

Table 19. Key Advantages of 8-week Courses – All Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Improved Teaching and Learning	199	20.8	30.5	30.5
	Faster Course Completion	191	20.0	29.3	59.8
	Graduate Faster	180	18.8	27.6	87.4
	No Advantages	32	3.4	4.9	92.3
	Helps with Personal Schedule	28	2.9	4.3	96.6
	Enrollment Flexibility	22	2.3	3.4	100.0
	Total	652	68.3	100.0	
Missing	No Answer	303	31.7		
Total		955	100.0		

Among only those completing at least on 8-week, the responses were different (Table 20). In fact, the top three answered represented 96.5% of all respondents. Faster course completion was the number one answer provided (41.9%), graduating faster (29.1%) was number two, and improved teaching and learning (25.6%) was the third most provided response.

Table 20. Key Advantages of 8-Week Courses – Only Students Who Had Completed an 8-Week Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faster Course Completion	36	28.6	41.9	41.9
	Graduate Faster	25	19.8	29.1	70.9
	Improved Teaching and Learning	22	17.5	25.6	96.5
	Helps with Personal Schedule	3	2.4	3.5	100.0
	Total	86	68.3	100.0	
Missing	No Answer	40	31.7		
Total		126	100.0		

Conclusions

Summary of Findings

About two-thirds of all respondents said they preferred the more traditional 16-week course length while only about a third said they preferred the compressed course length of only 8 weeks. Why is this the outcome? We are not entirely sure but believe this may be related to the relative inexperience with compressed course lengths, especially at the graduate level. Furthermore, we believe it is possible that many students do not fully or accurately know the benefits or advantages of such courses. However, this is unlikely given the results from the open-ended questions pertaining to advantages and disadvantages. The top three advantages indicated were improved teaching and learning, faster course completion, and graduate faster. There is some uncertainty remaining about whether graduate students understand these benefits. Of note here is that the response patterns between the total sample and only those who had completed an 8-week course were not the same, suggesting some uncertainty here. Furthermore, no one should forget the content of the COVID pandemic ongoing as data were being collected. The pandemic, now into its 9th month in the United States has created financial, social, and physical hardship upon millions of Americans. It is quite likely that some responses to the survey were influenced by this context. Graduate students have jobs (or are looking for jobs), having family responsibilities, and other obligations such that an accelerated course format may be simply seen as “too much.”

Unanswered Questions and Discussion

While this study provides some preliminary answers and results that can benefit the SFA graduate school, administrators, faculty, and graduate students, several questions should be raised.

1. Should SFA implement more 8-Week courses? The ultimate answer to this question lies with key administrators, unit heads, and faculty, and, to some degree, the needs, and desires of our graduate students. But, there is a clear national movement to offer more 8-week (and other length) courses, which is now some 30 years old. SFA has been late in moving to more flexibility course offerings, remaining relatively traditional in many ways.
2. How can SFA best implement more 8-Week courses without losing educational quality? This is one of the most important questions. Just to offer more 8-week courses only to follow a national trend seems like a hollow decision. Academic integrity and quality educational experiences must be at the forefront of all academic decisions. The answer to this question lies with others. SFA administrators and faculty should continue to review pertinent research and experiential literature. A cursory review of this literature suggests that much research has been completed and more is ongoing to inform our decisions.
3. What predictors help SFA administrators and faculty to better understand which students are successful in these courses? SFA administrators and faculty want graduate students to be successful. But, we also need to recognize that 8-week (or other length courses) should not be taken by all students and that not all courses should be offered in an accelerated format. While some literature suggests that 8-week courses can be successful, these outcomes do not necessarily suggest that they will be successful here. Advising is a key here. Developing and delivering effective 8-week courses is a must if we want our students to be successful.
4. How can SFA better communicate to its current and prospective students about the nature of 8-week courses? From literature, this seems to be a key. While some advantages and disadvantages seem intuitive (e.g., 8-week courses allow a student to finish a course more quickly than 16-week courses), these should be articulated clearly to students so that they (and faculty) can make appropriate decisions. Individual academic units, university marketing, and others should produce appropriate information to disseminate. Better informed students and faculty will very likely produce higher quality results.
5. Are the 8-week courses effective at SFA? Do they help students to graduate faster and to help increase persistence among current students? SFA administrators should develop a small set of key indicators (e.g. time to graduation, course drop rate, student withdrawal rate, semester credit hours generated, course and program grade distributions, student, and faculty satisfaction surveys). These indicators should be developed as soon as possible with the expectation that more accelerated courses are being developed and will be scheduled to be delivered. These data should go down to the department/program level with the idea that what works in one program may not be successful in another program.

Final Recommendations

Based on this study and its results, here are some recommendations for consideration of the Graduate Dean, Graduate School and Colleges to consider.

1. As was demonstrated well in the Austin Community College paper, student feedback and a better understanding of the outcomes of 8-week courses compared to 16-week courses should be undertaken systematically here at SFA. Just because 8-week courses are perceived to have benefits, does not necessarily suggest that SFA should adopt this course format without consideration of the consequences and possible outcomes. A substantial number of graduate students raised questions about such issues as feeling burned out, stressed out, and a decline in teaching and learning quality. A course that in 8-week format could be as effective as the same course taught in a 16-week format, perhaps even more effective, but data analytics should be brought to bear so that SFA makes data-informed decisions.
2. The writer of the ACC survey report noted, “it suggests the format is appropriate for some students, some faculty, and some courses...The right mix leads to success for students and satisfaction for faculty, and provides the community expanded access to educational opportunities. SFA, especially at the college and program level, needs to have a thorough conversation about 8-week courses. These types of courses are a key opportunity for SFA to become more flexible, more contemporary, but moving to more 8-week courses should be done with careful thought and planning to maximize the impact of these courses.

3. SFA academic units should examine metrics associated with student success. For example, comparisons should be made, as possible, between the same courses (sections) taught in 8 weeks with those taught in 16 weeks. Furthermore, examination of student GPA, grade distributions should be conducted to see what effect, if any, is seen among students taking compressed format classes. This should include the number of registered students who drop 8-week classes and/or withdraw from school. The examination should also include an examination of course syllabi for assignments and other indications of teaching and learning quality. These metrics should also include time to graduation, number of semester credit hours generated, and others.
4. SFA should append to the required end-of-course surveys (student evaluation of courses) a small set of questions pertaining to student experience and satisfaction with 8-week courses. The Office of Institutional Effectiveness(OIE) has begun this initiative and should be commended for their proactive approach. As a beginning, reading the verbatim comments of graduate students surveyed through this project is crucial. These comments represent the first-of-its-kind feedback from our own students. Their voices should be heard with the aim of improving what SFA is already doing and with the goal of intentional planning for future course offerings.
5. It is apparent that there are differences across colleges about an array of issues related to 8-week courses. College deans and academic unit heads should carefully consider what is appropriate for their students. In other words, what might work well and be appropriate in one college might not work well and be

appropriate in another college. Academic reorganization is underway, but because ultimately courses are taught by departments and programs, further research should not be delayed to better help ensure student success now.

6. SFA should create informational guides for students to better inform current and prospective students about this course format, its benefits, and challenges. Not all students can and will thrive in an 8-week format course. The more students understand the format (both advantages and disadvantages), the better choices they can make about which courses to take as 8-week courses, when to take them, and how to increase their likelihood of success.
7. Administrators should look more closely at research literature. Some have concluded that 8 weeks may not be the best length for accelerated courses, for example.
8. SFA should revise policies and procedures pertaining to 8-week course offerings to make sure the policies are appropriate and guide curriculum development.
9. Faculty should be given more support as they reconfigure their courses for this new format. It is not simply a matter of shrinking the course schedule in half (16 weeks to 8 weeks). Faculty need to be thoughtful about learning outcomes, demands on students, etc.
10. For a sequence of courses (e.g., ENGL 1301, 1302), consideration should be given to having the same instructor teach both 8-week courses so that there is more continuity and that the instructor has a greater opportunity to work with individual students in a more meaningful way.

11. Get feedback via surveys, focus groups, etc. from the faculty teaching the 8-week format. This will allow faculty to learn from each other and to better develop a best practices model of teaching these courses. This could be done through CTL or another appropriate office.

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Appendix A
Survey Instrument

SFA Graduate Student Survey Fall 2020

Q1 We thank you for completing this short survey on the SFA graduate student experience. Please answer the questions below. Your answers are anonymous. You may skip any question and stop completing the survey at any time. But, we would very much like to get your responses to some important questions in order to provide a better graduate school experience here at SFA.

Q2 How many graduate courses at SFA are you registered for this semester?

Q4 How many of these are 8 weeks in course length?

Q5 Generally, what is your preferred course length here at SFA?

- 8 weeks (1)
- 16 weeks (2)

Q6 Prior to this semester, have you ever completed an 8-week graduate course at SFA?

- No (1)
- Yes (2)

Display This Question:

If Prior to this semester, have you ever completed an 8-week graduate course at SFA? = Yes

Q7 In general, rate your level of satisfaction with the course or courses you completed that were in the 8-week course length.

- Extremely satisfied (1)
- Moderately satisfied (2)
- Slightly satisfied (3)
- Neither satisfied nor dissatisfied (4)
- Slightly dissatisfied (5)
- Moderately dissatisfied (6)
- Extremely dissatisfied (7)

Display This Question:

If Prior to this semester, have you ever completed an 8-week graduate course at SFA? = Yes



Q8 Why did you give the rating that you gave for question 7? In the space below, please provide an explanation for your answer above.



Q9 What do you see as key advantages of 8-week courses?

Q10 What do you see as key disadvantages of 8-week courses?

Q11 Would you recommend or not recommend 8-week courses to other SFA graduate students?

No (1)

Yes (2)

Q12 Why do you recommend or not recommend 8-week courses to other SFA graduate students? In the space below, list up to three reasons why you would recommend or not recommend 8-week courses to other SFA graduate students.

Q19 What is your preferred modality when taking a graduate course at SFA?

Face-to-Face (1)

Hybrid (2)

Online (3)

Q13 How many semester credit hours have you completed here at SFA toward your graduate degree?

Q14 Are you seeking a Masters degree or a Doctoral degree here at SFA?

Masters (1)

Doctoral (2)

Q15 Which college is your degree in?

- Nelson Rusche College of Business (1)
- James I. Perkins College of Education (2)
- College of Fine Arts (3)
- Arthur Temple College of Forestry and Agriculture (4)
- College of Liberal and Applied Arts (5)
- College of Sciences and Mathematics (6)

Q16 Are there other comments you would like to make to inform university administrators regarding graduate courses and curriculum? If so, please type your response below.

Q18 That's it. Thank you for completing this brief survey. Your answers are providing important information as SFA continues to innovate and meet the academic needs and interests of our students.

End of Block: Default Question Block

First Reminder Sent about 2 p.m. on 10/12/20

Good day SFA Graduate Students,

Thank you to those who completed the SFA graduate survey last week on term lengths and modalities. If you have not completed the short 10 minute survey, please do so as your perceptions matter to us. Your answers are anonymous. This is voluntary.

If you have any questions or concerns, please contact me.

To get started with this important survey, click on the link below or copy and paste the link into your browser. We look forward to getting your valuable responses.

http://sfasu.qualtrics.com/jfe/form/SV_0weKYc5dOm2CdLL

Pauline M. Sampson, Ph.D.

Dean, Research and Graduate Studies

sampsonp@sfasu.edu

936-468-2807

10/16/20; placed 10/15/20

I wanted to let you know that yesterday we placed a reminder to complete the Graduate Survey on the Office of Research and Graduate Studies Facebook page.

Pauline M. Sampson, Ph.D.

Dean, Research and Graduate Studies

sampsonp@sfasu.edu

936-468-2807

Verbatim Responses

Key Advantages to 8-Week Courses (alphabetical Order)

- Allows for more enrollment flexibility
 - fast - efficient
 - Faster overview of material - If a student's pace is fast, then it would be beneficial to progress faster
 - Less stress during the first or second half of the semester - Ability to complete graduate program faster - Possibly provides an opportunity for professor and students to focus on core principles/objectives for modules rather than filling with not as necessary busy work.
 - Quick, easier to stay focused.
 - shorter time is very good for the efficiency principle of the assembly line education mindset
 - can focus on one subject at a time
 - Completing coursework faster, thus shortening time spent in college -Fast-pace to ensure no boredom or dull spots during classes
 - fast -can start another class the second 8 weeks -chance to take more classes within a semester
 - faster time allotted to complete more courses within one semester while not having to double up in one semester -considerably less stressful to finish a course during half the semester than finishing two courses at the same time for the entire semester -ideally more structured assignments that demonstrate the course objectives rather than assignments that are preparatory in nature to the final project
 - * Students are able to start taking class during times that aren't August or January. This could open the door for when programs admit students. * Students can graduate sooner from a program by taking some courses during an eight week term
- 8 week courses allow for a quicker turn around in terms of obtaining a degree.
- 8 week courses allow for students to take twice as many courses in the semester.
- 8 week courses help students who need flexible hours for other activity
- 8 week courses mainly would give the opportunity to complete courses towards a degree plan faster.

8 week modules offer the opportunity to take courses consecutively instead of concurrently, allowing you to focus on one subject at a time.

8-week course could serve as an advantage if it would be considered an elective or assignments would be provided as additional readings. An 8 week course could serve greatly if it's a part of a cohort that everyone starts/completed together.

8-week courses provide much-needed flexibility for non-traditional students.

A big key advantage is that you are able to get a class done quicker.

A key advantage is that it definitely can help speed up your length of your program. If I take 2 classes per semester, or 6 credit hours fall and spring, and in summer, I'll be done in 1.5 years.

A key advantage of taking 8-week courses is not facing the endless college decisions, such as what classes to take and how to juggle them around work and personal life.

A key advantage to these courses is that it allows students to complete classes faster and get their degree sooner.

A quicker pace in class holds my attention better as there is no time to waste on unnecessary information. 8-week courses also allow the student to focus more on the subject matter because only 1 or 2 classes are being taken at once.

A shorter amount of time to accomplish the same thing

A shorter course schedule to work in with my work schedule.

A shorter time for completion of my degree.

A shorter version of obtaining a degree.

A student can finish with a course sooner.

Ability to better fit classes into my schedule. Ability to graduate earlier. Allows for greater flexibility and more options for us to decide how we would prefer to learn

Ability to complete degree requirements quickly. Fast pace learning leads to memory retention for me.

Ability to focus on one class at a time.

Ability to take a larger load in a short period

Ability to take additional courses within a full 16 week term (2 8 week courses per part of term) or to focus on one course at a time with two 8 weeks terms.

Ability to take more classes each semester and graduate sooner.

Ability to take more courses at once/spread them out as needed

Ability to take more courses. Ability to schedule time off if needed when not attending.

Ability to take more hours in a semester.

Able to complete courses at a faster rate

Able to finish a course at an earlier date and focusing on other remaining courses.

Able to focus on just one class at a time.

Able to focus on one class at a time.

Able to focus on one course at a time. Specific content.

Able to focus on only one course at a time.

Able to graduate sooner.

Able to learn quicker and get degrees faster overall when done properly and willingness to work on material

Able to only focus on one course at time and completing courses faster.

Able to take 1 course load at a time.

able to take the class in a quicker manner and have time to take another class or be able to spend time with family.

Ability to complete classes and degree plan faster

Accelerated learning & completion of course

Accelerated learning and pinpoint lecturing rather than broad general lectures

Accelerated study

Advantage is getting them over faster and having professors cut the unnecessary busy work out.

Advantages are learning the materials at a quicker pace with no busy work.

Advantages would be that the student is able to complete the course faster and with less time to forget the course material.

Allows for individual courses to be taken if you're taking 2 a semester.

Allows for more productivity.

Although the length of the course is shorter, I have enjoyed being able to focus on 1 course, rather than trying to juggle 2 course requirements, while working a full time job and caring for my family. I have also been providing remote instruction for students on my campus, therefore my work load has increased, so having only 1 college course has made it easier for me to meet deadlines.

An 8-week course requires utmost planning and execution for success. That automatically weeds out students who could potentially bring down the intensity and dedication required to complete each course.

An accelerated pace would be the advantage of 8-week courses

An advantage could be the opportunity to take more classes, especially ones that need to be taken in a specific order.

An advantage is not having the 2 classes consecutively

An advantage is the class is quick and to the point

As a graduate student, I can't see any advantages of taking an 8-week course except to introduce very basic concepts.

As a student who is also working full time as a teacher this enables me to keep a full course load but remove some of the added stress on my time.

As graduate students, it is easier for us to focus "full time" on 8-week courses vs. prolonging a full-time schedule and a full-time job throughout the semester.

At this point I see no advantages.

Attention to one set of dates and focusing on each assignment

Avoid the end-of-semester drag/losing motivation because burnt out from three months of work

Being able to attend more classes in a semester than with the 16 week courses

Being able to complete 2 courses in the same time frame (16 weeks)

Being able to complete a course quicker

Being able to complete a course quicker and staying more focused on the course itself.

being able to complete graduate courses at a faster pace.

Being able to complete more classes per semester.

Being able to complete more courses in a smaller amount of time

Being able to complete the course in a faster pace could be beneficial for some. Especially if you are just completing mostly readings and assignments.

Being able to finish a degree faster.

Being able to focus on each class individually during it's own 8 week run instead of balancing 2 16 week courses.

Being able to focus on one class at a time opposed to juggling two courses simultaneously

Being able to focus on one class at a time was very advantageous. I do enjoy the book work, and the teachers have done a great job covering information different from what has been assigned in modules or readings. There's a lot less fluff to fill 16 weeks, and I like that!

Being able to get more classes in per semester.

Being able to graduate faster, for my case it allows me to graduate on time and start working faster.

Being able to graduate quicker

Being able to graduate quicker.

Being able to strictly focus on certain classes at a time. For example when all classes are 16 week courses you must focus all the way through the entire semester with multiple classes. If you have 8 week courses you only have to focus on the class in shorter lengths, but must be prepared to move a lot faster.

Being able to take get "ahead" and take two courses in one semester. Also easier to retain information, less time to learn more things - better use of class times

Being able to take more classes in a shorter amount of time to graduate faster.

Being able to take two courses in one semester

Being finished with the semester earlier, being able to finish more classes at one time.

Being more organized as a student, faster track to graduation, less time.

Better focus on one class at a time Increased learning because can prioritize the subject

Better time management with a full time job. More focus on just one course at a time.

Breaking up the practicum experience (the 15 hours per course)

Can finish courses at a quicker pace

Can fit more classes in

Can fit more classes into one semester

Can focus more on content due to less amount of courses at one time.

Can focus on less classes at one time.

Can get it over with quickly

Can give full focus on the current course, take a second course later in the semester, and still have taken a full load.

Can speed up the graduation process

Can still complete two courses per semester without the stress of overlapping deadlines.

Can take more classes in a shorter period of time. Graduating early. Accommodates those who need to finish early.

class completion earlier

Class is over faster.

Classes are done faster.

Classes end quicker

Complete course quickly.

Complete faster

Complete more classes in shorter amount of time, hopefully reduce cost.

Complete more courses faster

Complete the course quicker

Complete the courses sooner which hopefully means being able to complete the program faster.

Complete work sooner; provides a sense of urgency to get things done quickly and on time. Allows for focus on other life aspects for half of the semester.

Completing coursework in a short amount of time thus being able to complete degree quicker.

Completing degree coursework at a faster pace.

Completing more courses in a shorter amount of time. You can construct your school schedule to focus on one course at a time.

Completing my degree faster

Completing my program at a faster rate.

Completing the course sooner.

Completing the program earlier.

Completion of courses faster to graduate.

Completion of the course in 8 weeks rather than 16

Concentrated study, Ability to complete quicker, Limited time commitment

Concentrated. Forces the teacher to really focus on what is important.

Concentrating on 1 course over 8 weeks is more beneficial than 2 over 16 weeks.

Condensed materials focusing on what is NECESSARY to learn. Professors see it as imperative to get things done in an efficient way.

Content is concentrated and you learn a lot in a short amount of time.

Course is completed quickly

Course work gets done quicker and the possibility of taking more hours.

Decreasing the amount of time in the program, which could result in higher retention. Life gets in the way in some of our 3-5 year programs. Also, the academic load is already intense, graduate students are prepared for the work and can manage it.

Direct and to the point, more of a challenge

Doing 1 class at a time

Done quicker

Done quicker, more classes can be completed in a semester

Done with class sooner

During my time as an SFA graduate student, I do not think any of the courses I have taken should be 8-week courses. I do not know about other masters level curriculum and whether 8-week programs would be appropriate.

During this pandemic it could allow many students to focus more on their health, family, and safety.

Ease of tracking less courses at once

Easier 2nd half of the semester, ability to take more classes.

Easier retention/ short term memory/ able to push through

Easier to navigate one class in the online format.

Efficient

Efficient in the long-run.

Eight week courses give you the opportunity to finish quicker.

Fast paced, shortened graduate program (time wise)

Fast-track course for students with time constraints

Faster classes so there isn't time for 'filler' assignments.

Faster completing class.

Faster completion

Faster completion

Faster completion of class Can take more classes per semester

Faster completion of the program

Faster completion.

Faster completion.

Faster matriculation and entrance into the job force in a field in desperate need of school psychologists.

Faster no room for busy work

Faster pace Focused requirements Less filler material and/or course work

Faster pace to complete degree.

Faster pace when learning material. Allows students to focus in on main topics of subject.

Faster pace, allows time during semester to work on other objectives.

Faster paced

Faster progression through the program

Faster semester. More condensed essays/finals. Less to remember for finals.

Faster turn around get a lot accomplished in a shorter timespan.

Faster, shorter

finish course faster

Finish the class faster

Finish the course faster

Finishing classes quick

Finishing content more quickly More compressed time frame - I can see this being ideal for those who can devote more time daily vs someone who has less time daily.

Finishing my degree quicker.

Finishing program quicker

Finishing quicker

Finishing sooner

Finishing sooner.

Finishing the program faster

Finishing your degree faster, utilizing time when you have it. Maybe the summer, maybe winter break are better times for someone to sit down and get a course done. It offers flexibility.

First 8wk classes are finished if COVID19 is worse with flu season.

Fit more classes into a semester

Flexibility

Flexibility and the ability to take a heavier course load.

Flexibility in scheduling, so that if I know I am going to be busy early or late in the semester, I can slot a graduate course into the half semester where I anticipate being less busy.

Focus on one course at a time

Focus on 1 content area. This provides the opportunity to not overload ourselves with too much information and retain the importance of each course.

Focus on a single course at a time. Consistent due dates and discussion time periods. More time with professor and weekly communication/zoom discussions.

Focus on a single course. In depth acquisition of knowledge. More course zoom sessions. Alignment of due dates for online content. It would eliminate busy work.

Focus on one class at a time Possibly get done sooner

Focus on one class, get it done.

Focus on one course at a time.

Focus on one course at a time.

Focus on ONE course.

Focus on one thing at a time Fits into an adult's schedule better, it's easier to adjust adult working/ family life to weeks than 16 weeks

focus on one thing at a time

Focus on the one class.

Focus on the topic and not have filler stuff to do in the class. Required courses completed sooner.

Focus, no time to procrastinate

Focused attention on specific content. No mixing of deadlines, etc.

Focusing on 1 course at a time.

Focusing on coursework for only 1 class at a time.

focusing on fewer courses at one time.

Focusing on one class at a time in an 8-week period could be easier than 3 courses over a semester. However, it would greatly depend on the content and workload of that class. Additionally, because we take three courses per semester, I have concerns regarding that third class.

Focusing on one class at a time is key here. This allows me to better manage my time and keep up with assignments and practicum activities.

Focusing on one class at a time. Completing the class at a faster pace.

Focusing on one class at a time.

Focusing on one topic at a time

For a graduate-level course, there are few advantages to such a short term. Perhaps brevity to suit one's lifestyle, but there are far more limitations to an 8-week schedule than there could ever be worthwhile advantages.

For beginning level classes, it gives students the ability to get basics out of the way without having to complete an entire semester on a subject that isn't their major.

For history graduate students, they would be able to quickly get through a reading list for independent studies.

For individuals who struggle academically, it can be easier to just knockout courses in a shorter period of time: as is my personal case with May-mester courses. I believe this is possibly a similar case.

For more general content courses, they make a lot of sense. I took a few in undergrad, but they are heavily dependent on the Professor.

For somebody like me, that works full time, I wanted to be done with grad school as soon as possible. Some classes offer work to be completed every two weeks. I would rather just do 8 weeks of work, than 16 weeks.

For working professionals, it is easier to stay on track

Frees up time in each semester to focus on work. Fast results.

From my experience this year, I do not see any advantages of an 8-week course.

Gave us a week time frame to read and submit assignments.

Get done faster. However I have never participated in one so I do not see as many advantages. Might change if I ever took one

Get done quicker

Get done quicker

Get done sooner, better continuity of material (I assume)

Get it done faster

Get it over with

Get it over with quickly

Get the course over with quickly

Get the hours faster.

Get to know the courses faster and straight to the point.

Gets work over with more quickly

Getting classes "out of the way"

Getting done faster These courses would be good for students that are parents

Getting done with a class sooner so that you can focus more on research and/or other classes. In the case of Covid, limiting contact with other students.

Getting finished faster.

Getting it completed quicker and being able to just focus on that one course.

Getting it over with

Getting it over with sooner

Getting it over with.

Getting more classes done in a smaller amount of time.

Getting more credit hours finished during a semester to graduate faster

Getting the course done quicker.

Getting the credits done quicker and overall having less to do in the semester.

Getting things completed and finishing the course quickly.

Getting through classes faster. Taking more courses and graduating earlier.

Getting through the course work quicker is a nice transition

Gives Students a chance to complete more courses in a shorter period of time!

Graduate & transition professionally sooner.

Graduate faster and less time to procrastinate

Graduate faster. Create a better relationship with the professor because students will definitely need to be in constant communication. More personal time and more time to gain practicum hours near the end of the program.

Graduating earlier

Graduating earlier

Graduating sooner for some students

Graduating sooner, focusing on one class at a time

Great opportunity for full time students that can manage the additional workload.

Greater concentration in subject

Have never taken one so i don't know

Having a 8 week course can allow me to graduate in a timely manner. With my work load, I am only able to take 2 classes at once. With the 8 week classes, I am able to take a 16 week class and two 8 week classes, 1 class the first 8 weeks and the 2nd class the 2nd 8 weeks, and still only be taking 2 classes at once. It is more feasible for those with another schedule to tend to along with academics.

Having a shorter semester.

Having an 8 week course class is a great advantage when you are busy with other things like work, caring for children or other class work. I had an important exam that I needed to concentrate on and having this 8 week course class really gave me time to concentrate on my exam and I did well!

Having an 8 week course helped in that I have the rest of the semester to focus on my Practicum.

Having never taken one its hard to say, but when I've taken shortened classes like Maymester I have found that its easier to keep up with the information since the classes are denser and faster which is more in keeping with my learning speed.

I am a part time student with lots of responsibilities, so I cannot take too many classes right now, but I am anxious to finish the chapter of my life as a student and move on to starting my career. With shorter courses, I can stay part time and still graduate faster.

I am able to finish the classes early and I don't feel tied down all semester with work and school.

I am able to focus on one course at a time, but will still be able to complete two courses in one semester.

I am able to take more classes each semester without taking the concurrently. I can finish my degree quicker.

I am absolutely 100% FOR 8 week courses and I deeply wish I had been able to take two 8 week courses and a full course for both of my first semesters. Advantages are being able to complete the masters program in the two years and being able to sustain a full time job. I think there are some core courses that should be full term but others have been perfectly fine as 8 week courses.

I am currently a middle school teaching. Working full time and taking classes has been challenging, but something that I really wanted to do. Taking an 8 week class allows me to focus on one class at a time and still take two a semester. I really like this a lot better than trying two classes for a traditional semester.

I am not sure, I do not start mine until Oct. 15

I appreciate that classes can be condensed to only what is truly important to make it an 8 week course.

I appreciate that this allows for students to focus on one specific content area for the eight weeks. This gave me the ability to focus all of my attention and work into one class and not have the stress of meeting two sets of deadlines, material, and schedules. I felt that this option was very nice considering all that is happening in the world of education around us, and many of us working full time as teachers right now.

I can complete my degree faster

I can finish my graduate in a shorter time period, and apply the knowledge to my position sooner.

I can get a course done within 8 weeks.

I can get more classes in during the semester with an 8 week course

I can get my courses finished faster

I can get things done quicker and don't have to stress over multiple classes at a time.

I can put all of my focus and attention into one course at a time. As the mom of a toddler with a full time job I felt like I could manage my time well with an 8 week course.

I cannot think of a single one. It is truly a nightmare.

I could complete 2 courses in one semester, but only have to focus on one at a time.

I do not see advantages to 8-week courses in my program. I can see 8 week courses being helpful for students taking "basics" courses before beginning their major specific coursework. If 5-week summer courses were not required / the only way to take certain courses in my program, I would have exclusively taken 16 week courses each term. I

understand the advantages the university sees -- more points of entry for new students and students are in theory more focused on fewer courses. I disagree.

I do not see any advantages.

I do not see any key advantages of an 8 week course. Between teaching and learning new procedures due to COVID and the demands of this 8 week course, I almost dropped the class due to the workload.

I do think 8 week courses are beneficial due to being able to take more classes in a given semester, therefore reducing overall spending and being able to graduate sooner.

I don't know because my 8 week class hasn't opened up yet.

I don't really see any advantage.

I don't see advantages to shorter courses

I don't see any advantage except for being able to accrue more hours faster

I don't there are any advantage to 8-week classes. I think they're a bad idea and I actively avoided them in undergrad.

I don't see advantages

I don't see any advantages

I don't see the advantage. Pace is too fast and I feel it is rushed. Do not want to have an 8-week course.

I feel as if an 8-week course saves everyone time in the end.

I feel like if I am taking a full load, two eight week courses at a time are better to beat deadlines and do the coursework vs 4 16 week courses and taking them all at the same time.

I feel like you can complete the course faster if you are behind or if you want to graduate early and get ahead.

I feel the more concentrated course contributes to a stronger correlation between learning and retaining the information.

I find that 8-week courses allow students to take advantage of their time, especially for those who are responsible for GRA or GTA positions. By partaking in 8-week courses students are able to prioritize the first weeks of the semester with their graduate work, and the second half they are able to focus on other responsibilities they may have such as teaching, research, etc.

I get to focus on one class at a time and still get 6 credit hours for the semester.

I guess its better for people that might want to take more courses in less time

I guess you can focus on just one class.

I have been able to prioritize one class at a time. Being able to devote my attention to one class at a time while working full time has been beneficial.

I have never taken a 8 weeks course.

I have never taken one so I don't have a clue what advantages there would be to it.

I have not completed an 8 week course yet- Starts Oct. 15th

I have not experience any - and as I am part time and working full time, I feel that the shortened semester may make it more difficult to balance life and school

I have taken 8 week courses as an undergrad and I have found them to be very useful to complete coursework in topics I already have some understanding or experience in. They are also useful in topics that are technical in nature such as CAD, accounting, applied economics as the immersion that takes place in the 8 week course really seems to cement the data in my brain.

I haven't taken any, but it would allow me to complete 15 hours in a long semester but only be active in 4 classes at a time.

I just finished my only 8-week course. I am not complete with coursework. The advantage is being able to focus on a smaller course load at one time, and put more energy and work into those. Also allows those that only have one semester or less than a full course load, to complete their studies earlier.

I just realized I have taken an 8-week course at SFA (After selecting NO on the previous page). Benefits are just getting it out of the way quicker.

I like being able to concentrate on one class at a time. It works well for me because I am also employed full time so it feels more manageable.

I like being able to concentrate on one course at a time.

I like having one class at a time.

I like that I can take more courses per semester since they are shorter.

I like that it is short and over quickly

I like that the learning is more condensed and I feel like I retain the information better. Sometimes I find myself complacent with the 16 weeks courses.

I like that you are able to fit more classes in during a long semester

I like the 8 -week courses because I can take more classes in one semester. I also like that I do not have to take three classes at once. Right now, I am only having to work in two classes at a time. It is more manageable than when I was taking three 16-week courses at one time.

I like the 8 week course because I am able to focus on one class at a time. Since I am still teaching, I would not be able to handle two 16 week courses in a semester.

I like the idea of having greater flexibility in scheduling my classes throughout the year. I also like the idea that taking 8 week courses will allow me to remain more focused on that single class rather than having to divide my time between longer courses. Many other universities already utilize the 8 week format for graduate programs. I have known several people who passed on attending SFA solely for this reason.

I like the thought of completing the program quickly.

I liked not having both classes at the same time! Helped greatly

I love that assignments are not all overlapping each other throughout the duration of the semester.

I love the focus on just one course at a time.

I only had to focus on one class at a time, especially while teaching and coaching.

I only have to do one class at a time.

I prefer to take courses over a shorter period and focus on just 1 course at a time. I believe it works better for me

I really do like 8-week courses and was glad I was transferred in to one. It freed me to be able to get my personal kids back in the groove of going to school and all that entails. I am not opposed to taking another 8-week course, now that I know what to expect. :)

I really don't see any advantages of an 8 week course load.

I see no advantages in a 8-week course.

I see no advantages to the 8-week course.

I see none for myself.

I see only disadvantages

I see that the information learned stays fresh on your brain because the course is short.

I started in the summer with 5-week courses. When I began the 8-week course one at a time classes. This helps stress-wise on the due dates. For me, I work a full-time job and this way was helpful and I have not missed a deadline since the change.

I suppose finishing course work earlier and faster. Also lightening a semester. I took two five week courses over the summer to lighten my load this semester and the next and it ended up being the right decision.

I suppose it would be nice to be able to complete a course in half the time it requires to complete in a 16-week course. It might fit better for those who need more flexibility with time constraints.

I think it allows us to focus on the important things of the class.

I think it's easier to focus on just the single class and still be able to get 2 classes done in one semester!

I think the 8-week course format could benefit a small group of students who have the privilege of access to the financial means to hypothetically take a full school year (or close to that) in a semester instead of breaking it up over 2 semesters. I also think this could help the small amount of students who want to fast track their graduation date and complete their degree sooner. I can also see the benefit of being done faster, however, at the cost of actual retention and learning.

I took a few 8-week courses in undergraduate and I didn't like them very much. The only advantage is you can potentially cram more hours into a semester.

I was able to focus on one class then the next and still able to stay on course to graduate in time.

I was able to take more courses than I usually do.

I work full time and the faster I can get through a course the better for my work schedule.

I would like to keep assignments short and concise.

I would prefer them to summer courses as they have more time.

I would probably not take 4 classes per semester if they were not in an 8-week format. This way, I am only taking 2 classes at once.

I would see an advantage of 8 week courses as being able to focus on your courses one at a time. I did this for my degree at GCU and I was able to still take two to 3 classes a semester, but I was able to focus my efforts better, instead of trying to keep classwork straight in two classes.

I'm able to focus on one course at time.

I'm on my thesis hours and thus never had the chance participate in an 8-week course. However, they seem like they could be beneficial to those with a certain level of life uncertain or a limited amount of time to achieve certification. They could also be helpful to those who are finishing large projects like a thesis and need just a couple extra weeks than the semester allows without having to take an entire other semester. The downside is they don't save any amount of money.

I'm able to get done faster. Don't have to wait around as much for grades. I did these throughout undergrad and I was able to load up on my courses and take more classes,

but splitting them enabled me to have a less than normal course load. They move quickly, but I don't mind. If I could take the three classes I need to graduate next semester in 8-week format and finish by March, I'd be extremely happy.

I'm not aware of any for my situation at this time

I'm not sure. I haven't taken a 8-week course. If I had to say, then I think completing the course quicker and graduating faster.

I'm not sure. Maybe to have more courses in one semester and shorten the length of a program?

If all courses were offered in 8 week length, it would've been wonderful. However, with limited availability of offerings for the degree plan, I was forced to take 2 16-week courses along with an 8-week course. This put a lot of stress on my whole household for the last 7 weeks. The only benefit is that next week, it will be over. I fear next semester might be the same, since I have to take 9 hours to be full-time to receive financial aid to complete my degree.

If done right I could graduate earlier. I'd like to take an 8 week course the first half, one the second half, and a 16 week course the whole semester so I'm taking 9 hours a semester but only 2 classes at a time.

If I weren't working or if I only had two classes it would be easier to juggle just one class at a time.

If only taking 1 8-week against 1 16-week course (with a 3rd course being a 2nd-half 8-week) would allow for more time to study for the courses

If we were not taking three courses at a time in this 8 week period it might be easier to focus on one topic/course at a time. Focusing on only one course and the contents within could allow for a deeper connection with the material.

If you are taking one course in each 8 week session you can focus on one course at a time.

If you only take 2 graduate courses per semester, the 8-week courses allows for complete focus on one course at a time. Or, if you want to take 2 at a time, then you could possibly take up to 12 hours per semester.

In a graduate program a student is able to focus on one class at a time

In an eight week course you can get the course out of the way in no time but, I feel it's extremely fast paced and hopefully you don't have anything else on your agenda with the course because it's a lot of work. Only courses that I have been in that were short term were summer courses. I don't know if that count's as a eight week course but that's the only engagement that I have with those type of courses.

Increase focus and timing on one course, as opposed to worrying about two and various assignments.

Information might be easier to break up because you have to pick the most key lessons to teach.

Intense exposure.

It allows for class work to be completed faster so I can take more classes a semester

It allows for more courses to be completed in a shorter time.

It allows for much faster degree completion, and it feels natural given the pandemic's online format.

It allows me to give my full focus to the course and coursework rather than trying to balance two courses at the same time and maybe favoring one over the other.

It allows me to work and study and have a shorter period to focus.

It allows us to get more classes done faster

It allows you to focus on one class at a time.

It allows you to focus on one course at a time.

It can go by faster for those that like shorter time frame

It depends on how many classes during the 8 weeks. Does not give enough opportunity to read and time to accomplish the assignments. A better comprehension of the class assignments. Not as rushed but more time to read and turn in assignments when due. When not comprehending the details gives the student more time to ask for assistant from AARC.

It depends. If this reduces the fulltime course count during the session, it can make for an intense but focused study.

It finishes faster and challenges me to not procrastinate.

It gets course load out of the way quicker and you can complete your degree quicker

It gets the course over with quicker. Plus there is only one course at a time.

It gets you the credit hours you need for the electives that don't matter as much compared to the classes for your major.

It goes by fast and makes me feel like I am closer to graduation.

It is a time saver and can free up a grad students time to work on their thesis.

It is easier to focus on less courses and you get it in and get it done.

It is easier to keep assignments straight

It is good. I can learn a variety of chapter

It is less stressful because tests do not hit on the same week. You are able to focus on 2 classes at a time instead of trying to juggle 4 or 5.

It is more condensed and not dragged out excessively and that is great, I really enjoy working hard on a class for a shorter period of time. I often find myself running out of steam by the end of the semester when working on the same course. I wish more graduate courses would change over to 8-week courses. Because then I could take more classes in a semester and leave this school faster!

It is much easier to manage the course work while doing one course at a time.

It is much easier to stay focused on learning the content and completing the assignments before they are due. I find this format very beneficial and hope you continue to offer it.

It is much easier to tackle a cumulative final if it has only been a month since you went over the material.

It is over much quicker.

It is over quickly It allows for me to take only one class at a time

It is over quickly and you can move faster through the curriculum.

It lessens the amount of classes taken at once. This allows for a greater concentration on the courses we are in.

It makes it easier to focus on one class at a time.

It makes the semester feel like it is getting done faster.

It moves quickly.

It was a summer course

It was fast.

It was very beneficial to only need to study for one subject at a time.

It would allow students to get their coursework done quicker.

It would be longer than the 5-week summer courses. Those were like jumping into the deep end with not enough time to process the information.

It's all done in a short period

It's been great a finishing classes that don't really pertain to my degree or specific work requirements.

It's done in half the time

It's faster.

It's over quicker. There's constantly something to work on. Classes don't drag out.

It's shorter and there is constant feedback on assignments.

It's so much easier to focus on just the work for one class instead of having to manage two.

It's very streamlined, we get the most important information. Every assignment feels meaningful and I learn from it all.

It's over in a shorter amount of time. Meets weekly so there is less time between learning and the content goes smoother.

It's quicker less time to get COVID

its just shorter and you have more time for work and other classes

Just as with summer/winter minis, I think that 8-week courses are very efficient in covering lecture materials, comparably with studio or lab courses that require supplemental time. For instance, I would be more interested in taking an 8-week art history course comparably to studio classes, like drawing or painting. I retain knowledge better when reviewing it daily; the joy of finishing a course in 8-weeks is great. 8-week courses are great for online classes and to fit a short semester schedule

Just that it is faster

Key advantage is that you finish quicker and have the remaining year to worry about 16 week courses

Key advantages include allowing students to take more courses per semester if they so choose.

Key advantages of 8 week courses is the focus of concentration and not having extra time allotted to procrastinate.

Learn more in short period

Less busy work. Just get the content you need and move on. Less time consuming.

Less classes at once. More focus on one - two subjects

Less contact with in class students to reduce spread of covid

less stress, more time working about on assignments and readings

Less time between class meetings, so material may be presented or understood more fluidly. The course is completed in a shorter amount of time. Students might choose to take fewer courses and spend more time focusing on them.

Less time on campus

Like a summer semester, it gets all the relevant information covered fast. Helps students like me with ADD by ensuring the information is not neglected.

Like a summer semester, it gets the content introduced quickly and helps to keep me engaged and active.

Makes it easier for a student to take more classes in a semester.

Material is relevant.

Maybe focused?

More adaptable to life.

More classes can be fit into a singular semester

More condensed workload, which allows me to free up more time for my career.

More course offerings throughout the year

More courses completed in a semester. I can focus on one course at a time and get it done quicker, rather than spend 16 weeks dragged out between two courses.

More courses completed in a shorter time period.

More courses in a semester

More courses in the same period of time. Less burnout.

More defined time to dedicated to classes. Information remains relevant.

More direct and straight to the point.

More focus on a course

More focus on one subject at a time.

More focused instruction

More interaction amongst the class

More time for research half the semester

More time in a year to get your courses done.

More time to take more classes and an earlier graduation date.

More time-efficient i wish there were more of them for the MSW I don't believe we have any

Moves fast, but keeps me focused.

Moving through the program in half the time.

My previous university was on terms instead of semesters so the courses were 10 weeks. A lot of my courses that I'm taking that are 16 weeks here feel LONG, drawn out, and slow for no particular reason. Leaving homework to every other week due dates or just teaching the material at a snail pace. It seems unnecessary and could all fit in one term.

n/a

NA

NA

NA

NA

NA

no

No

No disrespect, but maybe reserve 8 week courses for perhaps a history, government, or English class. Course like chemistry, biology, pharmacology (i.e. any science course) should NEVER be 8 week courses. You need time to absorb the material.

No fluff assignments, everything is done for a reason.

none

NONE - Too short for a graduate course for me.

None come to mind

None if you want to cover the same amount of material. If the redundant material is removed that would be an advantage.

None, unless the entire university goes to the quarter system

None! I have full time job, and would prefer to be able to utilize the entire semester for each course. I do not have time to complete 8 week courses.

None.

None.

Not as heavy of a work load

Not as many classes taken at one

Not dragging.

Not really

Not sure I see an advantage since I've never had one. I assume they would be sequential and not concurrent - therefore one potential advantage could be that a student could focus on one subject at a time.

Not sure, have not taken an 8-weeks class.

Nothing

Nothing in my opinion can be considered honestly. Actually, they will pose more disadvantages to me than anything.

Nothing.

nothing. graduate early

Nothing. I'm a working adult and need the full semester to be able to get the work done.

Obviously, the speed at which courses can be completed.

One advantage is - you finish the course faster. Also, you can do 2 8-week courses sequentially, and focus on each course solely and fully. You may even be able to do 4 courses per semester (4 8-week courses), rather than 2 16-week courses.

One advantage is you get finished with a whole semester's worth of classes in half the time. You are able to take more classes considering there are some that are 8 weeks long compared to 16.

One advantage that I see is that if you are suppose to take two courses for a semester, 8 week courses might allow you to take one course on one 8 week session and another course in the other 8 week session. This will allow students to concentrate on one course at a time.

One core focus at a time instead of two.

One course at a time. Next summer should be more manageable.

One of the key advantages of an 8-week course is that I am able to take one course at a time while working full time.

One or two classes at a time. I am anxious to see how it will go and I praying for the best. I am excited about the degree and look forward to a change in careers.

Only focus on one course at a time

Only focusing on one class at a time.

Only have to focus on one area. Only having to focus on one course at a time.

Only having to worry with 1 class at a time instead of two classes at once.

Only taking one class at a time.

Over quickly

Pace Change Attention

Pace of work

Pacing - the momentum is better than a 16 weeks

People can move through their degree plan quicker.

People could graduate more quickly by fitting more classes into a semester. If a course has less content, it might be feasible to teach it in 8 weeks.

Planning classes around different conferences so that we don't have to miss class time. Keeps from curriculum being dragged out. Could allow for classes to be scheduled in such a way that 8 week are class focused and another 8 weeks are research focused.

Possibility of more classes in a semester.

Possibly graduating sooner or taking more classes during a semester, but with people who already have enough stress, this adds even more.

Potential for a more customizable graduate-level experience.

Provides a quick option if missing credits that need to be completed in order to enroll for next semester.

Quick credit

Quick finish

Quick study of general knowledge of a specific topic.

Quick turnover on course credits

Quick, to-the-point instruction. The "fluff" is left out. These short courses are easier to fit into our already busy schedule.

Quicker class, Can get your degree finished sooner than the traditional 16-week course.

Quicker completion time.

Quicker pace, earlier graduation time

Quicker semesters

Same course taken within shorter periods.

Save time

Schedule flexibility. Completing a degree in a more timely manner.

Short

Short term classes for the same amount of credit hours

shortened length

Shorter class length and being able to Complete your degree sooner.

Shorter class time

Shorter course material and cover more in-depth content.

Shorter period to complete course

Shorter semester

Shorter semester

Shorter semesters mean less time on campus, and thus, less chance for exposure to COVID-19

Shorter term, don't have as many classes at the same time

Shorter terms may mean that more hours can be completed in a semester if students take back to back classes.

Shorter time

Shorter time being in one class, and finishing double the classes in shorter time.

Shorter time frame for graduation.

Shorter time in college

Shorter time period allowing for more course to be taken in one semester.

Shorter time to complete the class

Shorter time, could do more classes in a semester

Similar to summer courses, which is rigorous but also worth it.

Simplification of focus for one class. Working full-time I can devote my time to one class.

Since I'm only taking 1 class this Fall 1 term, it is easier to focus (compared to taking 2 classes).

Since most of us are full time workers as well, it allows us the opportunity to get the class material we need in half the time required.

Singular focus instead of going separate directions

Some say it helps students get their credits faster, but I find that statement debatable. Some say that it is easier to focus on 2 8-week classes at a time rather than 4 over 16-weeks, but I don't know anyone that has all 8-week classes so I'm not sure that such a situation is much of an option.

Sometimes the 16 week semester drags.

stay focused, shorter length of class, one class at a time opportunity

Staying on pace for graduation and maintaining one's motivation to complete the course and the degree.

Students could take two 8-week courses in which it allows students to finish their program sooner if they wish

Take more classes per semester. Lighter work load.

Takes up less time and fewer weeknights throughout the semester. Meeting weekly helps stay engaged

Taking 4 courses in the semesters instead of 3

Taking a pre req the first 8 weeks and being able to complete the next class in the same semester

Taking fewer classes but at a quicker pace allows students to focus and better comprehend the material. For part-time students, this can make it easier for them to balance life and school because the course will only be 8 weeks.

Taking less classes at one time but the same amount in the semester so you can devote your full attention to the class

Taking less classes in shorter period of time let me be more focused in that specific class work.

The 8-week courses allow for quicker course completion.

The ability to complete a course in the first or second half of the semester allows students to remain full time easier.

The ability to complete the program in a shorter period of time. More flexible for hyper-independent learners (nothing definitive).

The ability to finish classes much faster than in a 16 week time period.

The ability to focus on content in depth in shorter courses rather than more classes for longer.

The ability to move quickly through each class, and complete my degree faster is great, especially since I am working full time

The ability to take a more diverse class load.

The ability to take more class within 16 wk. semester.

The ability to take more classes if some are 8 weeks.

The ability to take more classes is nice because I can graduate faster.

The ability to take more courses at one time without becoming overwhelmed with the work.

The ability to take more courses in a semester.

The advantages of 8-week course would be the time efficient to complete and start another in the same semester. It would be best for those wanting to complete their degree faster and graduate on time.

The advantages of the 8-week courses are to focus on one class at a time instead of having two going at the same time.

The assignments are graded quickly and are a little easier.

The best advantage to the course is that it finishes sooner. I work full time in addition to grad school so having already finished a course is a huge break for my schedule.

The biggest advantage I see for an 8 week semester is that it is over faster.

The class goes by faster allowing the student to take another course after.

The class is put on fast forward mode and I am able to work more productively that way. Something is due every week and the momentum is kept up throughout the entire 8 week course.

The class is shorter

The class length is shorter. The session does not feel long.

The classes go by faster. I will also be able to take more classes in one semester.

The constant pace of work and it was over quicker.

The course ends sooner so if you need a quick condensed version of the course, you can move on to other priorities sooner. It forces you to learn faster than you normally would, which can be good for you sometimes

The course finishes earlier and your assignments are more spaced out.

The course is completed at a faster time. The goal of graduation will be completed earlier.

The course is completed early and you time to do other things.

The course is completed in a shorter period of time allowing the course to be over sooner.

The course is completed sooner. You can complete more courses in a shorter amount of time.

The course was over quickly, it was a summer session. But I never fully read all the chapters I was given, so I didn't get as much as I could out of it.

The courses are divided, but I am not sure the shortened time frame is beneficial for this program.

The courses could be completed in less time, creating an opportunity to finish one's degree a little faster.

The courses will be completed at a more rapid pace as compared to the normal course schedule.

The fact that should the semester be truncated, the material has already been condensed or truncated, while 16-week courses would have to adjust on-the-fly.

The fast pace and easy to focus on one class

The focus is only on one course instead of two.

The key advantage of 8 week courses is one is able to focus solely on one course at a time.

The key advantages are that more courses are completed in a shorter amount of time, students have the flexibility of focusing on one course at a time rather than multiple courses running simultaneously, and the same amount of work may be completed in half the time.

The largest advantage is that these courses are completed quickly. They are very fast-paced, and they teach a student how to manage their time in order to complete assignments in a more timely manner.

The only advantage I can see at the moment is that I can finish my degree faster than I could with a 16 week course.

The only advantage I see, is the potential to be finished with a course in a shorter amount of time. However, I only suggest this for the nursing theory, ethics, politics courses. I do not recommend this for the nursing sciences courses.

The only possible advantage is if a wider variety of courses might be offered each semester.

The opportunity to be organized and timely as well as time off after 8 weeks.

The opportunity to finish my degree more quickly.

The opportunity to get through classes quicker

The other 8 weeks of the semester can be focused on my masters thesis

The speed of them, there isn't much downtime, in a good way, moving from concept to concept. I like the pace a lot.

The student can complete more courses in a shorter time

Theoretically, it would be a quicker road to graduation.

There are none for me. It is too fast-paced while working.

There's advantage in an 8 week course in starter level classes because you continue to build on what was taught the day before but for upper level classes it would be beneficial to have 16-week classes.

These classes are quick and are great for knocking out required classes quickly

These courses would be good for nontraditional students that can move their schedule to fit this model.

They allow courses to be gotten "out of the way" quicker, which is probably advantageous for classes where the student doesn't have a substantive interest in the material beyond a superficial want to pass the class in order to attain his or her degree.

They are done faster.

They are faster, allowing graduation to happen faster, while more work, I am willing to work harder to get to graduation faster

They are over in 8 weeks - that's the only advantage

They are over sooner.

They are quick and you really get to the point of what you need to know without the extra busy work.

They are quick.

They are shorted and allow students to take more classes during the entire semester

They are shorter and so you are done with them sooner which is kind of nice.

They are shorter. Individuals can finish the program quicker with 8 week courses.

They do allow you to complete a whole course in 8 weeks.

They may help some people graduate early.

This course can probably be a good option for specialized studies or studies concentrated on one subject or maybe two, no more. Because the university bureaucratic times and the diversity of their students do not allow it to succeed in a standardized result, I mean, depends on what the university community wants and the university can provide them. Times are changing, and so we do I.

This is from the perspective of a professor since I am one who is also in the LEAP program. I like teaching 8 week classes because they are quick and students are forced to focus on content in a short span of time. Again, this is based on my experience teaching undergraduates.

This will allow me to graduate twice as fast. I work full-time, have a 5-year-old at home, and my husband and son both play sports. It is hard for me to dedicate enough time to do the reading for more than one course. If the courses were taught as 16 week courses, then I would only be taking one this fall.

Time efficiency

Time efficiency.

Time flies

Time frame to graduate and to enter the workforce is shortened.

Time is an advantage over a 16-week course. Depending on the student's life circumstances an 8 week can get them faster to reach their goals of accomplishment. i

Time savers and better focus

Time to absorb the information without rushing, as well as, being able to complete your assignments in a timely manner.

To be able to fit more courses in a semester to hopefully be able to get your degree on a quicker timeline.

To be honest, I do not see an advantage to them. I do not think it is generally a good decision to try to cram the same amount of information from a 16 week course into 8. It seems like just asking for information to be left out, or for standards to be less rigorous.

Turning in assignments on Tuesdays, professor Zoom meetings on Sunday nights, focus on one course.

Unsure

Using an 8 week course model allows students to go through their courses at a faster pace. Many students whether graduate or undergrad would benefit from an 8 week course as being able to get 2 classes a single 16 week session. By allowing the students to take 2 8-week, it gives them a chance to complete the necessary courses for their degree plan. An 8-week course is similar to summer courses in the time period but instead of 2 8-week classes.

Versatility in course availability - i.e. not having to wait an entire year for a desired course to be available.

We are able to finish our degree more quickly.

We only focus on one course at a time.

Well for me, the two courses were not taken simultaneously. So for the first course, I could focus on that course with no worries about the second course since it starts after the first course is done. I saw this as a positive since I can put all my time into the course. Also if you have a cumulative final, it's easier to remember the topics you learned earlier in the semester since it's 8 weeks and not 16 weeks.

Well, at the school I was attending for my BA we would take one course at a time for 6-8 weeks. The advantage is that I was able to focus on one course at a time, in my opinion, I learned more because the focus was for one course at a time, and not feeling overwhelmed. At the end of the semester it was 4-5 courses. I think it was a good way to retain more formation, instead of rushing through the material.

Well, if I am comfortable taking two per 8 weeks, I can complete my studies a full semester early.

Well, of course you finish the classes faster and are more stimulated by not having free time to get accustomed to doing nothing.

While I only had the one course, for those that would originally be taking 2 courses at once, splitting the 16 weeks up into 8 weeks each allows students to focus on one course. I feel this provides us with more time to understand the materials and create better assignments.

With working and going to school, it is nice to only have to focus on one class at a time.

Working through the courses separately is nice.

Works at a faster paced, has been self-paced, but you get the course done faster. Easier to retain information discussed.

Would not know yet

Wrapping up the semester early so I have more time to work on thesis-related work.

Yes it allows you concentrate on one class at a time and as someone who is working and has a family it was very helpful.

Yes, you would get through things faster, but is faster better? Is that enough time to cover the material justly? I'm not so sure. If it was a topic I knew well, maybe, but if you really want me to absorb something, I need time.

You are able to complete more courses each semester

You are able to move fast and in my program, I get to focus on 1 class for 8 weeks, instead of 2 classes in 16 weeks. There is some benefit to one class focus at a time.

You are able to take more classes within a semester and within a year.

You are only worried about one course instead of 2 courses.

You can complete classes faster, and you can get closer to your degree and graduation. If you have classes such as electives, this can be an advantage to getting it done faster.

You can complete courses in a more accelerated fashion.

You can complete degree requirements sooner than expected.

You can finish quicker and possible take more courses if approved and time outside of school allows.

You can focus on one class at a time. I have loved it.

You can focus on one course at a time.

You can get an entire course completed in half the time.

You can get it done and have some off time.

You can get more done in a short period of time, however I am not enrolled, nor have I ever been enrolled in any.

You can get through a program faster.

You can get through the course quicker which means can take more courses and get done with program and a faster pace

You can get through your degree a little faster and with the 8-week course, the professor was very fair in the amount of work they gave us.

You can get through your degree plan faster than the traditional 16 week course.

You can move through the course at a rate that saves time.

You can take more classes in a semester or focus on a few at a time

You can take more classes throughout the semester and you can get the same amount of work done in less time.

You can take more courses in the span of one standard semester.

You can take twice as many classes.

You can wrap up your degree/cert quicker

You complete it faster which allows time at the end of the semester for you to breathe and work slower on the other class.

You could complete a graduate degree faster.

You could take more courses per semester

You get all of the work done in a shorter amount of time so that way the rest of the semester you can focus on work

You get the course over and done with

You get the same amount of credit hours that you would in a 16-week course in a shorter amount of time.

You get through the material faster

You have a little more space in the overall academic year to balance other facets of your life.

You learn the material and then get to move on.

You only complete one course at a time.

You work hard for 8 weeks, then you are finished. Very similar to summer classes!

You would be able to complete your degree in less time if you could take 4 classes a semester instead of two (which I take because I work full time)

You would finish classes sooner and would be able to take more classes every semester.

You're able to complete more courses in a semesters time.

You're able to complete the course a lot quicker than the normal.

Verbatim Responses

Disadvantages to 8-Week Courses

I do not think it is generally a good decision to try to cram the same amount of information from a 16 week course into 8. It seems like just asking for information to be left out, or for standards for students to be less rigorous. I do not believe the quality of education is comparable.

I'd rather take the time to really learn the material rather than rushing through it unnecessarily. Professors aren't used to teaching 8 week courses. It doesn't run smoothly. Lots more stress is pressed into less time.

If a course can be 8 weeks, to me we are saying that that the material is very easy to master, in which case it would be justified to have such an 8 week course load.

- Courses could feel rushed - May not have enough time to complete coursework - Course load will be heavy if working part-time or full-time jobs - Students may not have enough time to digest material

- Need to re-register mid-semester. - May be too fast paced for some students. - Places more pressure on instructors to grade faster.

- Personally, too fast - a little disorganized - too much information being thrown at you at once

- Requires full-time workload per week - More likely to have less knowledge retention because of higher workload in shorter time frame

- Too short time to link the core knowledge of the subject with the bigger picture of the industry and the society, local and global, and other dimensions of life. - not have some more deep critical thinking, nor any research project. - not going to deliver liberal art education as an important function of a public university - short courses at the college level are not appropriate because the intensive short courses for a particular career ready are much better, faster, and then cheaper.

- Can feel very rushed

- Faster pace -twice a week instead of once a week

- Less time to complete projects or get edits before final submission -can conflict with full-time occupations

- Sometimes too short to consume all the topics and information

- Students have no time to learn anything. They have to learn and dump in order to keep up with assignments and exams -Professors have to cut down 16 weeks worth of information into 8, causing important topics to either be cut entirely or shaved down

* Due to the truncated timeline student may not be able to digest the information they are learning and discussing in courses.

1. I need to be full time (9 hours) to receive the full financial benefits from the VA. These new classes may cause me to be unable to meet this requirement. 2. If I have to take 9 hours to meet my VA benefits requirement, I will not be able to work at all. These classes are rather intensive and I don't think i can handle that stress. 3. They will not help me graduate sooner because some of my classes have to be sixteen weeks.

16 weeks of content crammed into 8 weeks

8 week sessions might make it harder to keep up. Especially for people who work full time.

8-week courses appear to be online and to have work piled up rather than spread across 16 weeks. For individuals working full-time and more, this increased workload can prove detrimental in certain cases.

A disadvantage may be that the classes will be at a faster pace. The small assignments could be included into a class discussion on zoom and discussion boards could be due every other week.

A disadvantage of an 8 week course would be short dead lines, there would not be much time between due dates.

A high work load and time commitment.

A lot of assignments from week to week, seems very non-stop,

A lot of content put together and more work. Makes it's difficult for students that work.

A lot of information crammed into a smaller session. Students with disabilities may struggle staying on task or keeping up with the work.

A lot of material being crammed into a smaller amount of time

A lot of material in a short period

A lot of material will be crammed into a short amount of time causing undue stress on professors and students.

A lot of pressure and no time to learn.

A lot of work in a short period of time.

A lot of work to complete in a shorter amount of time while teaching full time and completing practicum hours.

A lot of work to complete while working a full-time job.

A more compressed workload to fit in the 8 week span

A more condensed course may be too strenuous for a non-traditional student who is juggling a full time job, family and graduate course(s)

A pretty big adjustment for those used to teaching certain courses in the 16-week format.

A reduction in time for information to be presented, processed, and analyzed.

A shorter amount of time to complete work so if you get behind even a few days it can take a lot to catch back up.

A workload that is doubled.

Ability to allocate the appropriate time for classes in addition to full time job and family.

Accelerated learning is just that - accelerated. maybe it works ok for some majors but not for all

ALWAYS crunched for time.

Amount of work in one week

An 8- week course cuts your class time in half. You could end up feeling rushed through material and the course will not be as in depth as a longer one.

An 85-hour practicum in an 8-week course is insane. That was a lot to ask of a principal to accommodate in light of everything taking place this fall.

An overload of work and reading. Sometimes it can get confusing of what you're learning.

As a graduate student that has a full-time job, an 8 week course crams a lot of information, which makes it hard to really process and fully understand the course.

As a graduate student, I personally like the 16- week courses. We have a lot of other stuff going on, and learning so much information during a short amount of time is not good for me personally. I have a harder time retaining the information.

As a traditional student, the option of an 8-week course is off-putting. One of my courses shifted to an 8-week format. The course feels very rushed and overloaded. Managing this with my other 16-week course is cumbersome.

As I said before, time is elemental and our worst enemy.

As someone who works 40 hours a week a 16 week course condensed into 8 weeks could be incredibly challenging, especially if it were difficult material

As stated in an answer above - when teachers do not cut anything from a 16 week course offered in the 8 week course.

Assignment deadlines are always closer than they appear. For full time workers in a pandemic and as a public school educator this has been extremely tough to navigate.

Assignment turn around is too fast, less learning time, less time for collaboration, class times go too quickly

Assignments are compacted.

Assignments are due a lot sooner.

Assignments being cramped together.

Assignments can pile up on a student. Less planning and work time.

Assignments have a quicker turn around but grading is still just as slow.

At SFA, it is already hard to graduate when you like if you missed one "Fall Only" or "Spring Only" course. Most of my graduate courses are currently not offered in both semesters. Now, with 8 week semesters thrown into the mix. It can be really hard to match up coursework properly to graduate if you deviate from the original plan at the beginning of your program.

At the graduate level, I would fear that an 8 week course would move too quickly and become very difficult for some students to keep up with.

A times it is harder and it is more on your own

At times, it does feel rushed.

Attempting to fit the content of a 16 week course into an 8 week course can only be accomplished by reducing the academic rigor of the class or program. While obtaining a degree is the goal of attending graduate school if you do not learn anything throughout the process then what have you really gained? Reducing the time required to complete a class will devalue the degree as a whole.

Based on my experience with my first course, the content felt extremely cramped and it was difficult to balance assignments and a full-time career. It felt as though all of the 16-week assignments were cramped into 8 weeks. I wish some assignments (writings specifically) could have just been combined to make it easier to focus on one assignment versus 5-6 which is what it was a few times.

Being able to keep up with all of the assignments.

Being stressed out and not grasping the material like I should. I found myself focusing on getting the work done rather than learning.

Can be detrimental to learning new topics. If the topic is something of a refresher course or something similar to a survey of many topics in a particular field, I think an 8 week course is great.

Can be difficult for those employed full time with family.

Can be overwhelming because semester is condensed to eight weeks - if you have a lot of responsibilities outside of class (work, externships, research, etc.) it would be hard to balance everything

Can be rushed

Can be too much info to learn in a short amount of time.

Can't be as in depth

Can't fall behind. Can't drag out your work or neglect it in any way. Less time spent with professors building connections.

Can't take more than two courses if desired.

Cannot procrastinate Must stay on pace with course, despite any struggles or misunderstandings

Certain classes replete with a heavy reading and writing load seem like they'd be difficult to complete in that amount of time. Of course, I imagine the content would be adjusted to match the shortened time. Some will question the rigor of that, however -- can students adequately learn important information if the class they are rushed through content and discussion?

Class times seem to increase a lot per day, and we have to meet more often for class per week. Less time to learn the material.

Condensed assignments from full 18weeks, but the professor not eliminating any of them to fit in to the shorter semester.

Condensed information, makes it = to two 16-wk courses

Condensing the time with the same amount of information makes it more difficult, especially time-management wise.

Confusion, administrative complexity, loss of a sense of community

Content is really packed in and it is fast paced.

Could be more stressful to get things accomplished.

Could feel rushed and not able to obtain a complete understanding of content.

Course is more compact and feels rushed Possibly missing critical information in limited time frame Assignments continue to include papers and projects that require extensive time which is challenging for students with families who maintain full-time jobs

Course load work would be double and gives students less time

Course material is rushed and there is not enough time for much more complex graduate classes

Course material may be missed or not learned

Course material will have to be cut to fit the time frame.

Course work is doubled and it does not allow for flexibility for students and educators

Course work is rushed and the due dates are much closer.

Courses are more intensive and will require more time during the week to accomplish assignments.

courses are too packed with course work. You can keep the same amount of information and decrease the amount of work. Especially for students who have full time jobs.

Courses just move faster and can be challenging to keep up.

Courses lack depth and time to truly learn the objectives

Courses that are 8-weeks long are generally more fast pace.

Dense workload

Depending on the class, it can be overwhelming at first if you have never experienced the pace of an 8 week class before .

Depending on the content arrangement/faculty member, the course load can be overwhelming.

Depending on the course taken some might be too aggressive with information in order to keep up with it and effectively learn the material.

Depending on the course, this is not nearly enough time to assimilate large amounts of information. Furthermore, this not nearly enough time to cover all the necessary lab material required for science-based disciplines.

Depending on the student's work and college work and 8-week course may be too much of a workload.

Depending on which class, I would say the work load, such as social statistics for an example.

Difficult for working adult students to complete the course

Disadvantages are that the short duration makes for an intense 8 weeks.

Disadvantages are--the course content is rush and doesn't allow students to process all the course material, it does not offer wiggle room if there are natural disasters or other

uncontrollable circumstances, the professors are not responding well to 8 week courses and can project their stress to student.

Disadvantages include feeling rushed, and not feeling confident that you learned everything necessary since it was so quick.

Disadvantages include less time to work on assignments, especially for those of us who are in graduate school and working and are having to cram 16 weeks worth of work in 8 weeks when we are working full time.

Disadvantages of 8 week courses is the fast pace and no wiggle room on time to have any surrounding activities.

Disadvantages would be cramming assignments and not given enough time to retain all of the information. Experience is important and this would also limit my experience.

Don't combine 8 week and 16 week courses together. Make sure you offer classes that allow students to take 8 classes consecutively, not concurrently

Dramatically increased workload
Inconsistency in semester calendar
Less wiggle room for assignments
Cramming of information

Drop date is too soon

Due to my work, I can only take one class a semester and only because it is spread out over 16 weeks. If I take an 8-week course, it's like I'm taking two courses during those eight weeks and I don't have the time for that. The same problem would occur if I wanted to take any odd number of courses. Nine hours of 8-week classes would be the equivalent of 12 hours for eight weeks and six hours for the other eight weeks or 18 hours for one eight week session.

Due to the heavy coursework requirements in graduate school, as well as the added hours that many graduate students work in order to pay their way, I believe the amount of knowledge gained during an 8 week course would be much lower than a 16 week course and that students would be at a higher risk of burnout and exhaustion. I've already experienced this, since I work full time while attending classes, and I would not be willing to consider taking 8 week semester courses.

Due to their nature (from what I've seen) 8-week courses meet 4-5 days a week, which can conflict with other courses for student. The overlap of scheduling can be an issue, especially with grads who near thesis courses and teach. In a perfect world, 8-week courses would focus on certain core classes consisting of more independent studies/lecture courses (flexible times with little/no meeting) and they could be progressively checked online/in-person to interfere less with schedule conflicts.

Easy to accidentally become overwhelmed, or miss out on learning if you are slower paced or have other commitments in life

Eight week courses will be more intense, so to take more than one per half-semester would be challenging. Some courses lend themselves better to longer periods of time in order to absorb and apply the content in meaningful ways.

Eight weeks is really very fast for a class. It flew by. It seemed that we were required to do the same amount of work as 16 week class,

Emphasis on assimilation of material but not critical evaluation and reflection.

Everything is taught so fast.

Everything was a bit fast paced so I felt a bit overwhelmed at times

Everything! If I was only a student, and did not have to earn a living simultaneously I would be able to make that schedule happen, but as that is not the case I cannot say anything positive about 8 week course schedules.

Expedience of information and rushed delivery of content

Extra load on part time students that are intentionally taking one course at a time to manage work/family/school obligations.

Extreme increase in stress for students. Many graduate students have other responsibilities that take a large portion of their time (i.e. married, full-time job, children, etc.) and do not have the privilege to just "buckle down and focus" ONLY on school for 8 weeks, they can fall behind. We are just getting work done to make it through, NOT learning. Lower retention if any at all. Not enough time to actually get what we are paying thousands of dollars for. Extremely overwhelming and stressful.

Extreme stress and lower quality work. I taught 8 week classes at a community college and I always had a lot of failures. I enjoyed my 5 week courses, but I was very stressed while in them.

Fast pace

Fast pace

Fast pace with more assignments squeezed in can get hectic.

Fast paced

Fast paced

Fast paced

Fast paced and not everyone can keep up.

Fast paced and sometimes overwhelming to try and keep up. Fast paced course with little room to breathe

Fast paced especially in a pandemic when life can change rapidly.

Fast paced and workload, having to work on getting assignments done instead of processing the information and taking in the knowledge

Fast-paced and too much info at once. enhanced student stress.

Faster paced so may be harder to keep up if someone has a full time job or family

Faster timeline, same amount of material in less time

Feel like it is not enough time to learn all that needs to come out of the course. Plus working full time, may not have the time to fully dedicate 100% to a course if it is done in 8 weeks.

Feeling rushed and not being able to do your best. Being overloaded

For 5154, with the 85 practicum hours required and working full time was a bit stressful but is manageable. Really made me have to create a timeline and stick to it.

For a class that I would actually benefit from, I don't think it would be so great to get through the work at such an accelerated pace. I prefer to take it slower and be able to absorb more of the information. I don't feel like I am able to do that as easily with the 8-week courses.

For an educational leadership student trying to get 85 hours in in 8 weeks while doing my full-time job and being a mom was almost impossible! There were some courses I took that it would not have mattered if it was 8 or 16 weeks but Prac for school principals (EDLE 5154-648) was very difficult.

For me and my schedule, there are no disadvantages.

For someone that works full time and has a family to care for its very challenging.

For those of us who are working and have a family, we are often too scrunched on time and it allows no time for any mess ups.

For those of us who work full time and pursue graduate study, it would be difficult to balance the demands of work and accelerated study.

For those of us working on dissertation it will cost more. I think the dissertation writing course should Stay 16 weeks and others can be 8 weeks.

For upper level classes, especially in art, students need all of the time they can get on different pieces and assignments.

Graduate courses are very heavily weighted in material. It is very difficult to retain all of the material required for the course in an 8-week session.

Graduate students in my field are typically employed full-time, and an 8-week course would not allow enough time to conduct research nor obtain all of the practicum and internship hours required to meet the Master's level of education.

Hard to get interviews scheduled during COVID in time.

Harder and more self-taught seems like something that would be a problem

Harder than 16-week courses

Harder work load, too fast of pace

Haven't taken one so I don't know

Having a coursework overload. Too much happening at one time. No ability to do a deep dive into the materials.

Having not experienced that length, I would assume that it forces more rushed work. It has the potential to push students to not do our highest quality work.

Having to cram a 16 week course in 8 weeks, while taking a traditional 16 week course

Having to cram an 16-week course in half of the time, and continue taking the 16-week courses as well.

Having to cram everything into a short period of time.

Having to cram more knowledge into one course so the information may not retain as well.

Having to learn a great amount of material in a short period of time

Having to take an 8-week course along with 2 16-week courses is the big disadvantage. For 8 weeks, it was like taking 12 hours of graduate courses. If I could have taken just this course, it would have been fine.

Heavy course load.

High-intensity courses that speed through information faster than students can keep up.

History students would not have enough time to create an effective seminar/term paper at the end of the course.

How quickly assignments are due.

I am a Special Education teacher in a self-contained unit. I already work 50+hours a week not including ARD preparations. There is way too much work expected in 8 weeks. The course is moving so fast that I do not feel like there is even time to learn. I hope when I enter the field that I can remember. I just did not expect it to be so much work.

I am a stay at home mother, and with the uncertainty of COVID, I have to consider the possibility of my daughter having to do school from home. She is in third grade and will most likely need a lot of my attention. This is the key disadvantage for me personally.

I am a student in the professional counseling program. Students in my program will likely be able to complete the assignments required for the courses. However, I do not believe 8 weeks is sufficient time for the internal growth and processing that comes from continued engagement with course materials. Professional counselors must undergo intentional personal growth to practice competently -- rushing coursework undermines this fundamental requirement of our occupation. It shortchanges us.

I am not going to get as much in class time to really focus on my work. Everything will be rushed and or skipped over. I won't retain any knowledge that I'm blowing through just to move on to the next topic the next day.

I am not sure how good information dissemination and retention would be.

I believe that the disadvantage would be that the student will have to work more quickly to complete tasks. But it would also present problems for individuals who are not adequately equipped for the rapid pace courses.

I cannot answer this due to not starting until Oct. 15

I can see it being overwhelming if the professor is not kind and accommodating

I can't imagine being able to fit enough information in the class without going too fast. It doesn't match up with my degree plan.

I can't take more than 2 classes per semester. Work is crammed into 8 weeks.

I did not have any.

I do not see any disadvantage. In the 16 week course, I thought you would not have to complete assignments every week but that is not the case.

I do not see any.

I do think that those who work full time, have families and other obligations would struggle to maintain the course load and requirements of an 8 weeks class as it is a faster pace and requires more time for assignments and class attendance.

I do wish that I could watch lectures or have more engagement in a way that is not only writing papers and reading. The virtual format will provide this flexibility.

I don't do well the first part of the semester, it takes me a while to get my feet under me and to figure out the professor's style.

I don't have a choice as to whether the course is 8 or 16 weeks. I wanted to wait and see how they went but one of my courses changed to 8 weeks this semester and there was no other option.

I don't know because my 8 week class hasn't opened up yet.

I don't know if this is due to the shortened format or not, but not every professor is timely with feedback and grades.

I don't see a disadvantage.

I don't see any disadvantages. My husband has been getting his masters as well from a different university and his were all 8 week classes as well.

I don't think you can really learn the material well in 8 weeks if you are working and don't spend an appropriate amount of time on classwork.

I don't know if I would get the same amount of learning and experience

I don't see any disadvantages.

I feel that 8-week courses lead to extra stress on students, specifically those who may have other commitments to organizations or careers. Also, with so little time it is nearly impossible to learn all the necessary material for a class without having to skip over certain topics or information in order to accomplish everything by the end of the term.

I felt like it was a rushed decision. It felt like it was 16 weeks of work crammed into 8 weeks at the last minute. The timeline changed but the workload did not. I am working a full time job still and it just felt like a lot. Also, for the program I am in, I don't know how much of COVID 19 was considered since it's a limitation of me being able to get observation hours in at other campuses.

I find that one of the main disadvantages of an 8 week course would be having to squeeze more information into a shorter time span. In non-healthcare related specialties this may be a benefit but for those who are in healthcare, It stands to reason that having a longer time frame to focus on material would improve understanding and comprehension of the material.

I have not seen any disadvantages.

I have not taken one yet but I can imagine that the accelerated program may cause concerns especially if I am taking more than one course. I have had a few weeks this term where I have had 3 assignments due on a Sunday in two different classes. That could potentially be amplified in an 8-week course.

I haven't found any at this time.

I haven't taken one so I could not say. I assume they would be more demanding.

I honestly do not feel like I learned anything because it was very much information regurgitation

I honestly have really enjoyed it

I imagine portion of the course material being covered will be cut out to accommodate the shorter time. It also makes it even more difficult to become acquainted with fellow classmates and professors, creating an atmosphere of isolation.

I may feel rushed due to the required pace of the course. However, the 8-week course I'm currently in has been very manageable.

I only take one course at a time because of work, family and outside interests, and one course allows me to focus on that class and everything else, but an 8 week course is double the work in half the time. There would have to be cuts somewhere with outside interests.

I see no disadvantages. I actually took even shorter summer classes and had no issues with them. I can learn well in quicker classes as long as I am able to have some sort of way to hear a lecture on the material (whether that is through zoom or a pre-recorded lecture) so that I'm not just reading a book and teaching myself.

I take one course at a time for a reason. My job is extremely demanding and taking a shortened course would be like taking two at a time. Much of the content in our Graduate courses requires time to read through materials, think, and there is a heavy writing component. Quite frankly, I would get less out of a shortened timeframe and feel more rushed / stressed.

I think it would be ALOT of information that is crammed into a shorter class length

I think not being able to learn in depth materials

I was only able to keep up with a Maymester because it was one class and I didn't have anything else to do. If I was loaded with multiple shortened classes I could easily get burned out on that much work.

I would not enjoy the fact that the material would be condensed and therefore likely missing key elements, or truncated and definitely missing key elements.

I'm rapid fire trying to get things done and I don't feel like I'm learning what need to be.

If 1 course is 8 weeks and the other is 16 weeks then you run the risk of getting overwhelmed with multiple courses in one day. Another concern comes from the timing of the courses with a full time job. It is difficult to take 2 days for a 4-6:15 course instead of 1 day a week.

If I end up having to take two 8 week courses at the same time due to lack of availability or program flexibility this could be a problem as I work full time and have three children.

If it is difficult, then I will know what other steps to take. I am ready and willing to try before I do something else. I have taken six week courses before for my Master's in Curriculum and Instruction. Those were ok so maybe eight weeks will be better.

if no normal courses are offered for the same class not everyone would like to take it in an 8 week course

If someone isn't well organized, they could allow the extra time to be a disadvantage.

If taught well, then none.

If the class has a lot of information, not enough time to go through necessary material, less time to study for tests

If the course is not properly prepped for 8 weeks it can quickly become overwhelming.

If the course is too quick

If the course is trying to fit all 16 weeks of content into an 8 week course, it isn't realistic

If these are major core areas, there's a concern if the information was comprehended in such a short time. It is not my advice that we move to (8) week courses at the graduate level.

If you are not good with time management, the work load can be overwhelming.

If you are paying for your own courses, the payment is needed quickly and not much time to save between the time. Be on top of your courses and not much time to catch up if you get behind.

If you get behind for any reason (like getting a virus) near the end of the course you are at the mercy of both microorganism and professor alike.

If you were not prepared or did not manage your time well, it is easy to fall behind.

If you're not disciplined, the course could get away from you quickly. It would also be difficult to do a large project.

Immense homework load. I have never taken an eight week course, so I would not really know.

In my opinion, 8-weeks doesn't lend itself useful to much at all. It wouldn't allow for much in-depth coursework, nor would it offer me the stimulus I desire for grad school. If set up properly, I could see 8-week courses being good, but I personally wouldn't like to take them. Again, I've never taken one.

In the graduate education program, it was difficult to get in all of the required hours needed for the completion of the practicum. That was the most difficult thing with the length of time to complete it all, along with the situation that was going on with COVID and all changes.

Information being condensed giving the course a rushed feeling.

Information crammed into a shorter period.

Information is crammed

Intensity of workload

It can be difficult with an overload of coursework, and you do not get as much depth in study of the material because the time constraint.

It can be overwhelming at times, depending on how students manage their time and the deadlines the professor sets.

It can be overwhelming when having multiple courses in a shorter amount of time.

It can be too much information in too little of time.

It can sometimes feel rushed or unorganized, especially if the professor hasn't formatted the class specifically for 8 weeks.

It could feel like summer classes and we are rushing and moving quickly.

It felt very rushed at the end. The due dates starting getting shorter and shorter and it was a little stressful.

It goes by SO quickly and it's cramming in a lot of assignments in 8 short weeks.

It is a lot more intense. Easier to forget deadlines and miss due dates. The material is a little rushed.

It is a lot of information to fit into an 8 week period. However, I feel the advantages outweigh the disadvantages!

It is a lot of material to retain in such a short amount of time. It is also hard having classes with group projects. When you have a project that is over 20 pages due and only 2 weeks are factored in, it's difficult.

It is a lot of work in 8 weeks. A lot of papers crammed into one week and it sometimes can be hard to manage when you work a 40 hour week and homework.

It is a short period of time to try to get all the observation hours completed within an 8 week time frame.

It is a shorter time period so it makes due dates closer together.

It is difficult when you have a full time job and the class is going a lot faster.

It is easy to miss due dates and it is a lot of information in a short amount of time.

It is extremely fast paced and it is difficult to have a full time job and go to school at the same time.

It is fast paced and still requires the same amount of information to be retained in the 16 week courses. You must stay diligent and complete assignments promptly.

It is jammed packed and hard to get everything done sometimes, especially working a full time job.

It is kind of tight schedule.

It is so much work to do in a shorter time frame. Especially when you have other classes you are taking and were not expecting a 16 week class to change to an 8 week class.

It is SO VERY much information and reading to get through and process.

It is too quick, not enough time to complete all assignments .

It is very fast paced

It is very fast-paced so it can be challenging to keep up depending on how busy other areas of my life are.

It is very fast-paced. There is a lot of work in a short amount of time.

It is very little time to cover a lot of information.

It just feels very rushed and at times over whelming.

It makes the deadlines for everything more complicated. Abbreviated terms are typically more stressful as there is no margin for error. If you have a tough week and fall a little behind, the effects can be felt more quickly and it is more difficult to catch up than the equivalent 16 week options.

It messes up financial aid for people using VA resources.

It might be material that must be learned faster and does not allow more time to extend and elaborate on said subjects.

It might be more strenuous if you have a full-time job.

It might be overload if the instructor didn't adjust properly for an 8-week course.

It might make the class more strenuous and time-consuming. It might not work for those students that work full time.

It runs through the course content rather quickly so the surface of the material is skimmed, but no in-depth learning.

It seems chaotic to have half as much time to teach as much information and a way to get more money

It sounds like a more stressful format. It could be difficult to actually learn/master content in such a crammed amount of time. Most info might go into short-term memory and be forgotten soon after. If the amount of content is the same as a full semester course, it sounds like it would be a disservice to the student to cover it so quickly.

It was the same amount of information crammed into 8 weeks, I would have much rather preferred it be the full 16 weeks.

It will be a large workload in a short amount of time.

It would be difficult to take more than one course at a time and work.

It's hard to combine them in a way that works with financial aid requirements. I needed 9 hrs. I had to take 2 16-hr courses and an 8-hr. Made the first 8 weeks super tough and heavy! Not ideal or fun, but I had to do that to stay on track and maintain financial aid with 9 hrs. It makes it harder to balance course load when not all classes are offered every semester or different lengths.

It's just shorter, which means less opportunities to learn about it.

It's not beneficial for upper level classes.

It's possible not having enough time with course material that it may not be learned as in depth as it really needs to be.

It's rushed and a little short with all of the concepts we need to comprehend and complete as graduate students. I prefer a longer semester with more opportunities to be with one professor, get one or two textbooks for the semester and longer time to perfect assignments.

It's too compressed. Too demanding of my time.

It's too much condensed into a short time. Not good for working adults with responsibilities.

It's tough to cram assignments that are long (writing lengthy papers) into an 8wk session with other classes.

It's going to be a lot more time intensive and difficult to work while in school

It's too condensed

It's very fast and you must stay on top of your reading and work daily. Not really a disadvantage but is hard for some.

Its too intense

just how fast it goes ... have to keep up

Just the brevity and the amount of topics to cover to ensure that it is still a quality course. It can be difficult to reasonably complete the readings while also maintaining a full-time job and juggling family life.

Lack of time to really explore the content

Lack of understanding due to it being so fast and the lack of time professors have to teach everything

Larger workload, it isn't easy to manage multiple courses and personal life. Greater financial burden, less time to study for exams and work on projects, too many assignments are due all at once, not much engagement with professors and other students, constant discussion boards feel monotonous and boring.

Learning 16-week worth of content in 8 weeks. Makes it faster paced and bit much on our part.

Learning coursework in a shorter time span, fast paced, assignments packed on top of one another. Not ideal for distance learners who also work full time.

Learning would be rushed and students wouldn't be able to retain as much. It would also be very stressful for both professors and students.

Less face time with professors and therefore a loss of opportunities to learn from their wisdom. This is incredibly important to me, going into a mental health care profession. Accreditation standards cannot be dismissed. Cutting time in half to meet standards is unnecessary stress on students. Quite frankly, I am upset with the idea of 8 week courses for the program I am in. I chose this program because I trust its faculty. Certain courses are simply too important to cut in half.

Less opportunity to go in-depth with the content. Essential assignments that would have enhanced the understanding of content are reduced to quick discussion posts.

Less time for assignments, workload will seem heavier due to compressed time

Less time for big projects.

Less time for research half the semester

Less time to absorb the material less time to complete the assignments

Less time to actively investigate the course subject.

Less time to complete assignments and lessons are rushed

Less time to complete assignments, difficulty juggling both full time teaching and grad school

Less time to complete work. Not as much time to learn the material and master it

Less time to do course work. Cramping 16 weeks of content into 8 weeks is too stressful for students.

Less time to grasp the material.

Less time to interact with material and professors.

Less time to learn information.

Less time to process and reflect on material presented in class. If classes meet everyday, there may create less flexible schedules for finding part-time work or completing other activities. Less time to prepare between class meetings. Students could miss more class meetings due to unexpected illnesses.

Less time to study and complete assignments. Especially for those who work full time jobs

Less time to think deeply about topics.

Life happens, and there is very little wiggle room for catching up if a major setback occurs.

Life happens. You may believe that you will be taking a break to focus on your course for the next 8 weeks and any myriad of things may hinder that. You may not be as disciplined as you believe yourself to be to complete an 8 week graduate level course.

Limited time

Little time for interaction with professors. At least this was my experience taking an online 8 week course. Everyone is busy getting stuff done (student and professor).

Longer time frame for graduation.

Lot of information crammed into less time. Schedule is as hectic and intense as a 5-week summer course. Full-time faculty are much less understanding about expectations of workload. Professionals who also teach are much more understanding of students who also work full-time and have adjusted course workload/amount of work products accordingly.

Lots of homework with a quicker turnaround

Lots of material in a short amount of time. But you know that going in.

Lots of work in 8 weeks that's normally done in 16 weeks...I didn't like 8 week course all online.

Lots of work in a shorter time period.

Maintaining a balance in home life and career and school

Managing multiple assignments that are due during the week while working a full-time job.

Many times the course requirements can be too rigorous for 8 week completion.

Material must be crammed

Material that would be covered over a span of 16 weeks is condensed and can be too fast paced for some people.

Maybe getting to take more courses which can reduce the program length.

Maybe longer class meeting times? (Referencing summer classes)

Maybe not enough time to attain knowledge.

Middle of the week due dates. Due dates should still be on Sunday nights. Online students are carrying the weight of full time jobs and families, and are prepared to give up all spare time to do college work, but due dates should still be Sunday night. Difficult to get practicum hours completed in less time.

Might be too fast and too much information in a short time

Might go too fast for some students, especially those working.

Might not be able to learn as much because of the time frame

Might not sufficiently cover all topics.

Missing out on some quality instruction, lessons are packed with material and we are not able to go over in depth since its so much material in a shorter time frame.

More condensed course load requiring professors to take out some of the coursework that would have been included in the 16 week course. Along the same lines, the condensed coursework is done in less time, requiring more hours per week to complete a course versus a 16 week course. For nontraditional students, this is strenuous with work and parenting obligations.

More courses in a semester

More difficult in regards to time management, feels like a summer course

More fast paced

More info dumped into a shorter time frame. Short semesters. More pressure and work for professors given their requirement to publish. Paying for the semester when only attending for 8 weeks.

More material stuffed into a shorter amount of time. Possibly learning less because of less time.

More personal time. Graduate faster - missing out on the college graduate student years. Students could potentially be lost with so much information coming in all at once - but that's a personal problem for those students.

More stress

More stress as it would be more fast paced.

More stress on getting assignments in.

More stress, not much flexibility with time to read and complete assignments in a week.

More stressful with possible conflicting due dates during midterms. Cramming too much information into a short amount of time and not getting the full benefits of the class.

Students who work full time and potentially part time jobs not having enough time to work on assignments outside of work hours.

More things are due around the same time.

More to learn in a shorter amount of time

More work and higher stress level having to complete 16 weeks worth of work in half the time.

More work crammed into 8 weeks; difficult for people with jobs and families

More work to do in a short period.

Most graduate students also have full time jobs so with the accelerated pace it could be a challenge to complete school work, and job requirements.

Most of the required classes start at a time I can't attend - 4:00 pm. I'm a full-time employee who works 8-5. I live almost an hour from home so couldn't do a Zoom class until 6 pm at the earliest. Some of the classes only offer Zoom. Online is easier for me so I can do the class when I'm available at my own pace.

Move to fast

Multiple assignments

Must have a strong organizational process and forethought to plan out practicum experiences.

My current class has lot of assignments and projects due in such a short amount of time.

My opinion is that you are saying the material is not hard to master. Therefore, it is a waste of my time and money. Only electives should be offered as an 8 week course.

My practicum is the 2nd 8 weeks and I missed many opportunities to complete activities during the beginning of school that will not be available to me at the end of a semester. And I am assuming that the rule stands that we cannot bank activities.

-1

-1

n/a

NA

NA

NA

NA

No advantage just a lot of work to get done in half of the usual time while learning and retaining pertinent information.

none

Non

none

None foreseen

None just have to be organized tuition payment twice maybe

none.

None.

Nope.

Not able to absorb the information in the short time frame.

Not actually learning or grasping the material. Just concerned about passing the class and turning in work.

Not allowing enough time to grasp important concepts with upper level content.

Not as much information can be given to the students in an 8-week course, and the curriculum for the class will have to be cut short.

Not as much time to complete assignments as before...but hopefully they are quality assignments rather than focused on quantity

Not as much time to dig into material, did feel a little rushed.

Not as much time to fully "soak up" information. Students may be rushed and not learn as much or as thoroughly. Professors may only be able to go over topics and concepts superficially if trying to teach the same amount of material as that present in a 16 week course.

Not as much time to truly learn the material

Not enough material can be learned to justify paying for a course in 8 weeks in my opinion. Simply having more seat allows for a greater relationship with professor to ask questions and retain information.

Not enough time

Not enough time for practice or committing new information to long term memory -

Not enough time to absorb the content, especially for working adults.

Not enough time to absorb the material or to write papers. The lack of faculty that are skilled in designing online classes, The covid-19 it feels like many of the courses are just rush together to have us read through Bucs and do discussion boards.

Not enough time to complete all the activities that are normally presented in the 16-week format. No compromise was given on activities just because it was an 8-week course.

Not enough time to cover all subjects.

Not enough time to cover all the necessary information

Not enough time to develop competency

Not enough time to digest the information learned

Not enough time to get the work done.

Not enough time to go deeper into the subject.

Not enough time to grasp the information being taught, just enough to regurgitate the info for exams

Not enough time to learn required material in the course.

Not enough time to master the material

Not enough time to master the material

Not enough time to process complex, time consuming topics

Not enough time to really get a good handle on the content especially at grad level

Not enough time to really learn; just completed mandatory assignments.

Not enough time. The course is rushed.

Not having enough time for practicum and assignments especially when one has a full time job and meetings and lesson planning. The biggest concern would be the practicum hours. You not only have to make time to do all the activities but also complete all your reflections. This is very time consuming and since there are deadlines, this can be difficult.

Not having enough time to cover topics in depth.

Not having enough time to learn the material

Not having the time to fully understand the classes.

Not really learning or understanding course work. Not feeling prepared for future counseling.

Nothing

Nothing

Nothing!

NOTHING. I LOVE it!

Observation hours may be more difficult to obtain, and if you fall behind for any reason, it's difficult to catch back up.

One of my courses was EDLE 5154 (Practicum) so it was sometimes difficult to complete all the activities just based on the sheer size of practicum hours required for this course.

One of the disadvantages is that 16 weeks worth of work is crammed into an 8 week timeframe. The accelerated pace leaves little to no room for error; whether on the instructors' part, as well on the students' part.

One of the key disadvantages of taking an 8-week course is that you may not get all of the content that you need from each course and it is a lot more fast paced and intense.

Only thing I didn't like in undergrad was how short the timespan was to drop the class if I didn't like it. In my undergrad (not SFA), you only had 1 week before taking a w. But for the most part, I preferred 8-week classes.

Over burdensome and stressful. Student may not be able to explore their full potential and learning, rushing through materials and contents. I took 1 last summer and cried through the process

Packed courses

Packed with very heavy workloads

Particularly for the all online classes, there is so much course work and the courses are difficult, so trying to learn everything in a shorter period of time can be hard. Although, because I am not taking any, and never have, I am drawing from my experience with summer classes.

Perhaps not enough information delivered and worked through or at least not as complete and detailed as a longer course might

Perhaps the largest disadvantage of the shorter course is the reduction in spiraling. Spiraling is going back and making connections with what is currently being learned and what was learned earlier in the semester. We know spaced repetition is much better for long term retention of material than cramming. So my fear is that shorter classes will lead to a shallow understanding of the material and less knowledge retainment following the termination of the course.

Personally, I don't see any. The workload for one 8-week course should be no harder than the work load for two 16-week courses.

Possible exhaustion and poor grades due to it being rushed

Possibly amount of work if it is not adjusted to meet the 8-weeks.

Possibly not fully understanding the material but it wasn't a problem.

Processing a tremendous amount of information within a short period of time. Perhaps not having as many grades to even out should you not perform so well in one area.

Professors not staying engaged with the class the way they should. No video check ins or Zoom check ins.

Professors would need to restructure their courses to accommodate the shorter timeline. The fear is that most would just condense 16 weeks into 8, which would be overwhelming and not advantageous to the student.

Quicker pace

Requires condensed commitment. Not sure how funding, FASFA & VA would be affected

Rigorous, fast paced,

Rushed courses where you do not learn as much. Quality of education could decline

Rushed delivery of information

Rushed discussions and a lack of detail in topic research

Rushed results. More work crammed in short time period. I like and dislike it. I would need more experience with the 8 week to decide what I really think about it.

Rushed time to process

Rushed.

Rushing through the course work

Same amount of work as a 16-week class, but less time to work on the reading/assignments due. Harder to juggle with a family, full-time job, and do your best on each and every assignment. I do like taking them further on into the program, though, as opposed to when you first are figuring things out in the courses.

See above

See above comments.

See above response

Short class times Limited time to read

Short time period, rushed, may not retain information after class is over

Shortened time frame for getting assignments done and practicum activities.

Shorter amount of time to complete assignments

Shorter length

Shorter time frame to complete assignments. However, I've found it to be very reasonable so far.

Shorter time periods to complete coursework

Shorter time to complete tasks and writing assignments. With the additional time to focus this is not a major concern.

Shorter timeframe to complete the requirements for the class.

Similarly to summer courses, the professors will be overwhelmed trying to pack a 16 week course into 8 weeks. The amount of work within that 8 week time frame will likely overwhelm students that are in an already overwhelming situation (graduate school, COVID, family, work). I understand the intention but I do not think that would work for me, however, I've never taken such a course and I hope I never have to.

Simply not enough time to absorb material for some types of courses. It puts a great burden on the student for the duration of the 8 weeks

Small time frame for same number of tasks Increased stress due to smaller time frame

So much crammed into the 8 weeks that is all put into a short and strict timeline. It makes it very difficult when learning a new job simultaneously.... which is part of what comes with the description of being in the vision program, but it is not realistic to be required to also read chapter after chapter with no notes in modules. I do not learn this way. It is stressing me, and some days I am contemplating why I am here.

So much information packed into a very short amount of time. You don't learn as much or you feel rushed.

So much is crammed into it and having to get 40 observation hours every 8 weeks. Also, both classes have tons of information that is being missed because they are trying to fit it all in, but I still have to know all the information, so I feel like I am missing important information.

So much reading in so little time.

Some classes do not function well under the time constraint of an 8 week course!

Some courses (Like accounting and Finance) need to be a full 16 week term to fully grasp the concepts. So the disadvantage would be that some courses just do not fit with an 8 week style format

Some courses may not lend themselves to an 8 week time frame. There may not be mastery of content if the class only meets half as long. Also students may underestimate how quickly the class goes by and may not have a schedule that allows for that quick of a pace. I think that 8 weeks would be the most attractive class format for working students but I think the workload may also make it more difficult for them.

Some instructors may use a heavier reading load than others. A lot of reading in a shorter period of time could be difficult. However, this hasn't been the case for my courses. The reading amounts have been very appropriate.

Some modules feel rushed, like we could spend more time on them and dig deeper, but it doesn't make me feel like I'm missing anything

Some student may become easily stressed, fall behind in their studies or focus on completing assignments and not retaining the information need to become competent.

Some students cannot keep up.

Some students feel that an 8-week course load is too hard because they are getting a 16-week course in an 8-week time period and many may not be able to take on the amount of work. Most of the time a student sees 8-week courses as a way to get through their degree plan faster, but then struggle because the homework load is more difficult due to combining several modules at once.

Sometimes the accelerated pace can be hard to manage

Sometimes the workload can be overwhelming without the proper time management

Speeding through a course does not do much in the way of real learning.

Stress

Stress. No time for my home or family

Stressful and a lot of material to cover

Stressful, not as much time to explore materials quick turn around times

Study harder

Takes more time away from family.

Teachers kept the same workload and squeezed it into 8 weeks. The courses were not made for 8 weeks.

That is 16 weeks of information shoved into a short 8 weeks.

That is simply not enough time for the breadth and depth of critical analysis and professional studies required for a legitimate, competitive graduate course. Perhaps a 10- or even 12- week course would be able to cover the important material, but I would be reluctant to cut the term in half.

The 8-week courses do not allow much time for students to fully absorb the information. They also do not allow enough time for students to request and receive assistance for topics that they do not feel confident with.

The amount of information in a short amount of time.

The amount of time to cover the material is not adequate enough. I believe a lot of content is lost and it is more challenging to retain information when feeling rushed through the material.

The amount of work crammed into an 8 week course.

The amount of work required

The amount of work to complete in an 8 week session

The amount of work you have to do while working, being a full time mom, and other life duties can have a student falling behind on assignments.

The assignments are due on random days so it is sometimes challenging to keep track of, even with a calendar. Last spring, all my assignments were due on Tuesdays so it was more consistent.

The biggest disadvantage I think is the lack of time to absorb information. I've made good grades so far, but it becomes more challenging to truly learn as opposed to just completing online discussion posts.

The class was not modified for an 8-week class. Everything was the same as if it was a 16 weeks class and we did not really know what was going on except the assigned readings for the first 3 classes. Not much teaching going on. Very disappointed.

The classes are very fast pace so assignments pile up.

The classes move at a fast pace, and maintaining balance between working full time, while completing course work is extremely hard.

The classes move at a faster pace which can be challenging since a large majority of students are still working.

The comprehension and amount of information has seen a massive decline.

The compressed courses make it more difficult to manage a full-time professional career and get all of the work done in a timely manner.

The content has to be so sped up that there isn't a chance to study or actually learn the material. There is also no wiggle room if we cannot have class like when the power went out.

The content is the same as a full semester course which makes it difficult for a working adult

The course content is harder to retain due to the fast pace

The course is fast paced. There is material to be read, turned in, or projects to be worked on at all times. There is not room to fall behind and time management is key.

The course is shorter and more assignments are due sooner.

The course load is a lot for 8 weeks

The course moves very fast. We missed one day for the hurricane and that can seriously put the class behind and catching up becomes very difficult.

The course work is fast and furious.

The course would be stressful with too much work and not enough time for accurate completion.

The courses are being taken from a 16-week course to an 8-week course, but the coursework is not set up for 8 weeks. The amount of work/assignments should be adjusted to a manageable amount of work. The first 8-week course I am finishing this week has a ridiculous amount of work. It was not edited enough. I had two major papers, chapter reading, three discussion posts with six responses, and a final exam all due within three days of each other.

The courses are much more intense and demanding, with less time to fully connect to the material. I was also excited that more class options would be available but have experienced the opposite. That has been the greatest disadvantage for me.

The courses are very intensive, and I fear that courses that have high reading and writing requirements would have to cut back on content in order to fit into 8 week slots. This could compromise graduate education quality. I think a way to guard against this is to make some courses 8 week while keeping others 15/16 weeks depending on the content.

The coursework that was designed for a 16-week course is now being taught in half the time, so it makes it harder to learn everything. With less time, for me, there is double the stress.

The deadlines and due dates make it overwhelming because it seems like there is a new one every day.

The disadvantage I see is that the learning could be rushed and it might be hard for someone who works to complete the required material.

The disadvantages is how much material is being covered in the 8-week course. 16-week courses provide more materials and I learn best with as much materials I can get. I never took 8-week courses, so I cannot say much.

The due dates for everything you have to do is not spaced out.

The eight week course I took this semester felt extremely rushed. I felt like I did not absorb the material as well as I could have. This class took all my time and it left me putting my other two classes on the back burner instead of being able to divide my time up evenly.

The fact that you charge 16 week course prices for 8 week courses isn't fun

The fast pace could result in rushed results and lack of time needed to complete some of the bigger assignments.

The intensity of heavy work load of material

The key disadvantage is time to study. Especially those who work and have a family to take care of and the driving distance time.

The key disadvantage of an 8 week course is the load of work required in a 1 week period

The main disadvantage is that the courses have been written for 16 weeks and required a little more tweaking when it became apparent that a couple of the assignments were too rigorous for an 8 weeks class. Professors were very flexible though, and were able to modify assignments to more attainable levels.

The material cannot be digested as well with a stricter timeframe.

The material may be rushed/ not covered in detail. The work load could be too much to compensate for a shorter semester.

The observation hour requirement is the same with only half the time to get the hours done, this is somewhat unrealistic.

The only disadvantage I could see is if you're a bad student and don't know how to manage your time or motivate yourself.

The only thing my classmates and I are struggling with is completing our practicum hours (40 in 8 weeks/80 in 16 weeks) due to COVID-19. I think this is just an overall challenge and not specific to the 8 week format.

The outside influences that take up my time when I'm not in class or studying. Because the time frame is condensed a life event can really screw up your timeline.

The pace is twice as fast (if this is like the 5-week courses in the summer), so you may not have as much time to really absorb the material properly.

The pace is usually very quick and I feel like I learn less for the money I pay during 8-week courses. If it were a general education class, I suppose I wouldn't mind, but if it's a majors course, I'd prefer to have it in a 16 week format.

The pace of an 8 week course on my ability to balance work and school.

The pace of the 8-week courses may be too fast for some students

The pace of the course can make some topics more difficult. Certain topics would not work in an eight-week format.

The pacing of the course is a disadvantage and the demand when you are working a full-time job.

The possibility of classes not providing comparable learning opportunity as a 16 week course

The possibility of having to cram more CACREP assignments in a shorter length of time.

The practicum hours are much more difficult to get. For example, I need 85 hours for this class in just 8 weeks.

The principal practicum 5154 is still requiring the 85 hours of practicum experience per TEA that need to be completed in 8 weeks this semester instead of 16 weeks. With teaching hybrid, this is adding as an additional stressor to complete all required hours in a short amount of time.

The principal practicum class is unmanageable in 8 weeks! Especially since the Thanksgiving holidays are part of that 8 weeks. Between that, and other days off, the class is really close to just 6 weeks. I have to rely on others for many of my assignments and it does not allow any wiggle room. There should be more flexibility in the assignments, or the course needs to be longer!

The professor would have to pick out the most important topics and maybe relevant topics will have to be cut off.

The professors aren't ready to minimize their class load.

The quick pace while working full time.

The rate of learning and the depth able to teach in 8 weeks.

The reason I only take one graduate course each semester is that I only have time for a three-hour course spread across 16 weeks. A three-hour course taken in 8 weeks is the time equivalent of a six-hour course. If I had time for that, I'd take two three-hour courses each semester. Therefore, I will not be taking any 8-week courses. If there are no 16-week courses that I need to take, I won't take any courses that semester.

The requirements, expectations, and workload do not change so it is very difficult to complete everything and stay on top of work in such a short time. Most of us work a full-time job and there is not enough time to get everything done. 8 weeks can feel very rushed and overwhelming.

The stress of an accelerated schedule.

The stress or rushing through content and not fully understanding what I am learning.

The student may not take away everything from the course that they need to

The syllabus would not be covered. A if covered, the topics would not be explained adequately.

The time requirement is double, could not imagine having to work AND take courses.

The workload in some of the classes may be too much

The workload is doubled.

The work load is massive for working adults, especially right now while teaching and going to SFA.

The workload seems more intense, but I know in reality it's not

The workload can be intense, and the amount of time to complete certain tasks is harder.

The workload could get a little intense with all of the classes, the 8-week course can really pile on things quickly.

The workload could get to be a bit much, if the teacher never taught an 8 week course and tries to fit the whole 16 weeks in, it will lead to quite a few long nights.

The workload is a lot in a short amount of time which results in more stress on me as a student than if these classes were 16 weeks. Feeling stressed and rushed creates less quality work from students.

The workload is not reduced to fit the eight week timeframe. Trying to do the reading, work and observations for what was a sixteen week course in only eight weeks while working as an active teacher during COVID 19 was extremely stressful. I do not feel that I had the time to actually learn what I was expected to learn in this class.

The workload is the same as a traditional 16 week semester, and it's so fast paced.

The workload is unreasonable. For example, class started on the 15th. I had 3 days to read the module material, 3 chapters in the textbook, post a discussion, respond to 3 peers, and write a paper all by the 18th. Now I have one chapter to read, 2 videos to watch, 1 46-minute lecture to listen to, the module materials to read, 3 discussion posts, 9 responses to make, 2 articles to read, and another paper to write by the 21st.

The workload of an 8-week course is immense, especially for someone like myself who is getting this degree while working full-time. Although the offering of 8-week courses could speed up the pace of the degree if a student took several each semester, I wouldn't be able to take more than one course per 8-week term, so my pace would remain the same.

There are no disadvantages I would really appreciate it if a lot of classes were 8 week courses.

There are some courses that should avoid the 8 week courses because of the difficulty and depth of the material.

There is a lot of reading that I have to finish later since the speed of the course and working full time did not allow me to get it all in.

There is more work in a shorter period of time and it could be harder to learn everything you need to learn.

There is no time to do anything else. Luckily, I only had one 8 week course. I am sure that one of the advantages was that we can graduate faster and it is more cost efficient. However, if a student cannot keep up with the workload and ends up dropping classes, it actually costs the student more to attend college, not less.

There is not enough time spent on important subjects. Everything is rushed. The reading is intense and hard to grasp in such a small amount of time. It has taught me to be better at time management!!

There is not enough time to get everything done.

There is not enough time to work and go to school. I felt like I couldn't do either work or class well. I think that maybe if there was a redesign of what class was taken when it might be a little better.

There is often no break between the first 8-week period and the next. I would really like to have at least a couple of days in between.

There is only 8 weeks. There was no change in the number of assignments to complete by the end of the semester.

There is too much material to cover in 8 weeks, it seems rushed.

There may not be enough time to completely review and study the material for a specific course.

There's too much information to digest sometimes.

These courses can be stressful if student is not prepared for the fast pace or has other things going on in their lives that take time away from studying.

Thesis research and writing would be impossible to complete in 8 weeks.

They are much faster paced.

They can be overwhelming at times. But understandably so.

They don't give you time to ponder the theory being presented in a course which may lead to a less deep understanding of a topic.

They might be harder, since its a full course in less time than normal

They move so quickly

They move to quickly to gain a true in depth understanding of the topic.

They require a lot more work to keep up with than a 16 week course and create a lot more stress. (if you take 2 8-week courses for the first half of the semester, then 2 more

in the second half - that is still the same amount of time spent on the same number of courses).

They take 16 week coursework and condense it into 8 weeks, this makes the load a lot heavier in only 8 weeks. It's takes more time to complete coursework because it's due sooner.

They're too fast and too jampacked with assignments that really should be spread out throughout an entire semester. Some of us work fulltime too and it's a little much at times. There's no break in between the time this class ending and the next one starting. That's a downside. And the tuition doubling in the semester isn't all that affordable for some. It's hard as it is having to pay \$1,200 per class over one semester- now double that from August-Dec and we have like one month to pay...

This does limit the amount of content that can be covered or cause a course to be more difficult from a time commitment stand point because of the truncated schedule.

This only works if there are enough course offerings. Otherwise, you might be doubling down which, with people who are professionals and taking classes around that, will become a strain.

This semester it was not bad however, I am not sure if all professors would respond in a timely manner which could be detrimental due to the class being only 8 weeks.

This semester was my first experience and it was just a lot. I will stick to 16 week courses if I can and will have to really think about when I can do an 8 week course. Working full time and just "grownup" life is hard and fitting in an 8 week class with a whole course load of work is tough. I really struggled this Fall 1 term and actually dropped the class I planned to take Fall 2. I will try again in the Spring.

Those who don't do well under short time frames may be challenged heavily

Tight schedule.

Time constraints could be a disadvantage. I can see how taking multiple courses can be difficult in an 8 week period.

Time frame to completing degree is faster.

Time limited study of the topic. Does not thoroughly discuss topics of interest in the course.

Time management and the amount of work/time being put into the course

Time management is more challenging. Sometimes I feel like I am rushed through a course.

Time management with school and work

Time spent in class is generally all day. Doesn't allow for outside to take care of living responsibilities.

Time to complete assignments

Timeframe may limit course assignment prep time and execution. Concerns also exist about efficacy of the learning for some subjects - can it be done effectively in 8 weeks.

To begin, this was pushed through during a pandemic, which was unsettling enough. Then the changes were made during the summer, which was awful. Overall, it is JUST TOO FAST! There isn't enough time to actually be introduced to the material, process it, learn it, apply it, and truly take it in. I HATE it. It is terribly stressful for the students AND the professors. The administrators who pushed this through don't have to actually deal with the reality of the situation on the ground.

To me there are no disadvantages

Too condensed

Too fast Too many assignments Organization Time management

Too fast for the material in some classes

Too fast pace

Too fast paced. Very rushed and feel that material will not be retained.

Too fast-paced while working No free time for life/work/school balance

Too fast. Not enough time to do work with 100% effort

Too many assignments due to fast

Too many assignments in 1 week sometimes

Too many chapters given in one week, like 2-3. And the professor did 0 zoom classes, it was all asynchronous, so I got the short end of the deal.

Too many things to keep of with.

Too much assignments due at once.

Too much assignments due at the same time

Too much crammed in to a little bit of time

Too much crammed into a short time period. Too much chapter readings.

Too much info at once

Too much info to cram in 8 weeks

Too much information at one time for my schedule. Not spending enough time on the information to soak it in. More mistakes.

Too much information crammed into 8 weeks which can hinder learning and retention, at least for me.

Too much information in a short time frame, having to rush through information or cut it out completely due to time constraints.

Too much information in such a short time. It is like taking a summer class while teaching full time in a classroom. I would not have entered this program with a full time job knowing all of it was going to be this fast and furious.

Too much into in such a short amount of time.

Too much material in a short time

Too much material is packed into the time allotted putting additional pressure on the students.

TOO MUCH material, grad work is challenging as it is. I have a full time job and the demands of an 8 wk. course would be more than I want to take on.

Too much work and information to process at a time - this would be more difficult for grad student who work full-time and have caregiving responsibilities

Too much work crammed into too short a time period

Too much work due in a short amount of time.

Too much work in a short amount of time.

Too much work in a small amount of time while working full time.

Too much work in too short of a time period. I honestly don't think I could mentally handle the workload of three 8-week courses. Because it could potentially end up that way.

Too much work required in a short time. This can be a lot for people that work full time and have families.

Too much work to do in too short of time.

Too much work with too little time.

Too much work, and there and at times may feel that you are not adequately obtaining the necessary work correctly.

Too quick to get deep into material at times

Too quickly to cover everything that could be.

Too short and the information is crammed into a shorter period of time

Too short for some Classes and you cram content, makes them more stressful

Too short of time to figure out what the professor is looking for a how to adapt to their style

Too short to digest.

Too short. Not enough time to complete big assignments. Any assignments that require interviews, consultation, or service hours would be very difficult if anything went wrong during those 8 weeks.

Tough to manage timewise.

Trying to cover too much material and not focusing on the need to know elements.

Trying to fit practicing activities in the shortened time frame is very difficult. Assignment turnaround is very quick.

Trying to get 16 weeks' worth of work into 8 weeks. 85-hour practicum course has increased my anxiety level.

Typing too many papers!!!!!! I am here for TSVI, not writing papers regarding articles that were required to be read and summarized.

Unworkable professors who desire to merely mash 16 weeks-worth of material into 8 weeks are the key disadvantages that I know of.

Very concentrated If you miss a little, you miss a lot

Very difficult to keep up with course schedule.

Very fast-paced. This course wasn't too bad, but a heavy material-based course may be harder

Very heavy course load in 8-weeks and very fast paced. I think 8 week classes are very sub-ideal, especially for majors classes.

Very short if you are having to get 85 hours done for your portfolio. It also didn't help that we are still dealing with COVID restrictions.

Very stressful.

Very time consuming and demanding as its the same amount of work as 16 weeks but condensed to 8.

Waters down course material and can create extremely underprepared students that would reflect terribly on the universities credibility

Way too fast paced to learn effectively

WAY too much work to do in that short of period

We cannot deepen knowledge and learning

When practicum hours are required, it can be difficult to complete the required hours within an 8 week period.

When registered for two courses

While some people may be able to graduate early, many of us are in positions where this change is more harmful than good. I won't be able to graduate early because of the times courses are offered in my program, but also because taking 3 courses in an 8 weeks time period was not recommended to me. Also I am unsure if this will affect my financial aids or not.

While working full-time I would worry about the workload of taking more than 1 8-week course at a time. Currently those in our cohort take three (3hr.) courses per semester. I am not certain how this would work with 8 hour courses which may have huge workloads. Furthermore, if we were to contract COVID or another health issue that would cause us to be sick for a week, there is very little time to catch up on required course work.

With a full time job it would be hard to complete the work that fast

With shorter classes, it seems like you would not be able to get into as much depth or detail in the topics of the course. Graduate courses at SFA are already superficial enough.

With the accelerated timeframe, I worry about retention and exploration. The 16 week timeframe gives you time to incorporate outside research and really delve into the course. 8 weeks can reduce that, which may end up making students simply regurgitate information instead of building a relationship with it.

Work is crammed. Professors only care about accomplishing assignments not teaching.

Workload increases each week

Workload is more difficult.

Working full time and taking classes time management becomes a challenge. The longer courses allow more flexibility to accommodate assignments.

Working full time and taking two classes in 8 weeks is just too much. There's too little time between assignments and chapter reading.

Working full time makes it difficult to complete a full course in a short amount of time

Works is crammed in, may not be able to keep 12 credit hours if course load is crammed into 8 weeks.

Would not know yet

Yes. I don't think I can work and attend 8 week classes.

You do not have a lot of time to get your work done.

You hardly have any free time, depending on the classes or course, which results in lack of motivation as the semester continues on.

You have less time to complete weekly assignments. This can make the weeks very stressful.

Verbatim Responses

Other Comments

Note: All identifying information concerning individuals has been removed for the sake of anonymity.

A change we (the society, the students, the parents, the industries) need for higher education is a move toward a more and more expansive intellectual grounding in all kinds of humanistic inquiry. - Pandemic time gives the university administrators and faculty to choose their university's future. Do have a wise choice!

8 week courses are fantastic for people working full 40 hour work weeks. I appreciate the time frame. It will help greater ensure that I graduate on time.

8-week courses are workable under limited circumstances. I think having them available is fine, but I think that trying to push 8-week classes could lead to poor results in practice, over traditional 16-week classes.

Administrators are not in the classroom adapting to the needs of students, but professors are. While I see pro's and con's to both 8 and 16 week semesters, I trust the director of our program to make decisions in our best interest as students within the program, based on our feedback, the availability of professors that are experts in the field, and to best practices and pedagogy in teaching.

All professors need to take a zoom learning class. Professors spend more time figuring out how to use zoom than actually teaching. It's inconvenient for the student and makes the professor look unorganized.

Although I'm taking all online courses and my degree is 100% online, I much more prefer face-to-face classes over hybrid or online.

Apple news reported recently during the COVID craze: "The results are in, online education doesn't work."

As a student who lives 13 hours away from Nac, I need to be able to maybe Zoom with my professors often and although they are pretty good about responding, sometimes they cut it close on deadlines b/c I'm not there. I have a family emergency right now that will affect getting assignments done. Professors need to be a little bit more understanding about the situation we're in currently as well.

As an out of town student the online offerings of art history courses i great! in fact, I am not sure how I would have managed this semester without it as I live 2 hours and 45 minutes away and work full time. however, for studio courses the hybrid model works best as i can work from home but also have access to the studio and workshops as well as interaction with other students and faculty.

As first semester graduate student was not aware of 8 week classes but sounds very appealing.

As graduate school I feel that professors should be organized well especially because graduate students work within their field or have other challenges.

As much as I'd love to get my degree done in a year and a half, the 8-week courses just aren't all that feasible to a working mom and teacher. I need time in between courses to prepare and order textbooks and decompress. It's weeks of jam-packed assignments meant to be spread over a 16-week course.

At the moment, my preferred modality for graduate courses at SFA is online due to the COVID. I don't believe this belief will change until it goes away. I would like to attend my courses in person, but safety should be the number one priority for everyone.

Before this survey, I didn't know 8-week classes were options. I guess the classes I am taking are not offered in that format.

Clarity with dates in syllabus

Completed educational leadership program through SFA

Department did an assessment about courses and majority/decent amount selected 8-week courses but nothing was done. However, the curriculum could be more rigorous. I do not know if this has a factor in it or not, but I went to private school to get my Bachelor in Business Administration and I am getting my MBA, however, I feel like I am back in undergrad, nothing is really "different". Really looking at how other colleges do it and how SFA can stand out amongst the rest... why should I stay at SFA and not finish somewhere else? What is SFA doing to make my degree marketable?

Don't make anything easy. Keeping things difficult and uncomfortable builds character and puts us in a place where we are distinguished from the general population. It really shows you what people are made of. Four months in today's world is a long time for someone to be committed to something. There is a lot that happens during that time. But when you make it through all those things, the victory is sweet. You look in the mirror and you've leveled up so much that you hardly recognize yourself. That's what it is all about.

Dr. X has been exceptional in advising me and talking me off my ledge. He has been supportive of any pace I keep in working on my MBA and I so appreciate that. I have enjoyed being back in classes as well. It may take me 6 years but I am very excited about getting my masters degree.

Dr. X is an amazing, knowledgeable, and compassionate instructor and advisor. She made my experience here at SFA memorable. I would recommend SFA just because she is so perfectly human and real.

Dr. X is amazing and has my full respect! She works well with our schedules and really pushing educators into a path of greatness.

Dr. X should not be teaching in the 8 week classes

East Texas deserves qualified, passionate, and competent mental health professionals. SFA plays a critical role in meeting this need of our community. Moving to an 8-week format will negatively impact the quality of the education we receive and the quality of the mental health services we can provide to our community. Client's lives and well-being depend on the competence of their mental health professionals. There are some 16 week non-experiential courses in our program where there isn't enough time to adequately cover the material -- reducing it to 8 weeks makes this just impossible. In a Master's program, the goal should be mastery of the material and theories so we may begin our career. Overview is not the goal. Overview is appropriate at the undergrad level. For survey courses. Simply spending 8 weeks on a subject is not enough for the level of mastery I expect to receive from my education. I would not have enrolled in this program if the courses were only 8 weeks long.

Education in and of itself is already a privilege. Cutting down the semester time to 8-weeks, while it may have been well intentioned, demands so much time and effort that very few students can adequately give. The cost of overwhelming stress that this is placing on students is not worth it. This change benefits a very small portion of your students. I applied to other programs and chose SFA over my other top school because they only offered 8-week courses. I am now seriously considering transferring to another school that can provide me with what I need to be successful because currently, I feel SFA cannot provide that. The stress of the courses is not only impacting students but professors as well. Many profs have tried to be flexible, which we greatly appreciate, but are scrolling through important information and doing the bare minimum instruction. This is our education and an enormous financial and time investment that is already difficult, this had made it significantly worse.

Eight week courses should be an option not a requirement.

Evaluate the practicum hours by the course so that it will be feasible to complete in the required time.

Everything's fantastic as of the moment. I think as time goes on, which hopefully it doesn't go on for too long, the students and professors will become more adjusted to the style. The only real criticism I have is that due to not everyone having the required technical skills to make great projects, I believe that should be cancelled out entirely due to them not necessarily helping as much as intended. Personally I'm great at them, but I can tell some people, especially older students, struggle a bit.

For student taking Hybrid or online courses their tuition should be lowered since they are not using the same amount of school resources.

Grateful for the online program so I can complete my degree from somewhere besides Nacogdoches.

Hybrid courses are fantastic! It's an option that I would like to see available in the future. It takes stress off of missing classes because Zoom can always be utilized and course work wouldn't be missed.

Hybrid courses are good, but due to Covid-19 risks in-person attendance is risky

I am a double major, so I am used to elevated academic rigor, my distaste for summer graduate classes is not due to lack of willingness to learn. I am also in an obscenely difficult program (School Psychology) which by nature is not accommodating to working graduates, let alone as a summer course.

I am definitely interested in how different classes may adapt as we move forward with COVID being an issue. I'd like to be updated on these decisions and/or perhaps involved in the decision making. That is to say maybe students should have input on certain classes should they choose to adapt.

I am glad that I chose SFA for my Masters. The education department is excellent, and I love that I can complete my degree online. D2L is a user-friendly LMS to complete online studies. All the faculty and staff at SFA have made my time worth it and rewarding. They always put the students first! Keep up the hard work!

I am new to the program, so I really don't have a good idea what would be best.

I am not sure what the point of this survey is outside of figuring out if 8 week courses are better liked or not, but I have I have come to learn that universities such as SFA have a very roundabout way to get money from... I mean... rob their students in seemingly innocent ways, I hope 8 week courses are not another attempt at that. As a SFA graduate, I've been extremely disappointed in how SFA has treated it students financially this passed year. I get that the university must have been going through its own financial struggles, but the massive amount of money stolen from the students that only lived in the dorms for *half of the semester* and used the campus for *half the semester* last semester is ridiculous and unacceptable, the refunds were a joke. I also noticed SFA charged full price for everything this semester even though students are doing online only learning for the last two weeks of this semester (which is also absolutely pointless).

I am post masters, non-degree seeking, so your survey doesn't exactly address my situation. My original Masters degree was in the COLAA, my post masters work is in RCOB. Post masters, I have completed 1 graduate, and one undergraduate course. Working on second post-masters graduate course. Intent is to become qualified to teach, university level, in a second subject area.

I appreciate the flexible assignments with Covid by offering alternate assignments when we have limited access to resources.

I appreciate the hybrid courses and the online courses offered in lecture format via zoom.

I appreciate the understanding of professors that I may not be able to always sit with my camera on during evening lectures. Between family, dogs, and sometimes even dinner, I sometimes need to switch my camera off to listen to the lecture while handling some business at home, and I appreciate the flexibility.

I appreciate you all gathering feedback and evaluating various scenarios. I respect your decisions and look forward to finishing my degree as a Lumberjack!

I believe providing graduate students with the option of having 8-week courses would not only increase tuition coming into the university, but students would be able to complete their degree plan quicker.

I believe that some classes are fine to convert to a 8-week program however I think that it is very depended on what class it is that the university is converting. I think the option should be for more in-depth classes to stay at a 16 week class.

I decided on this school based on what it said on the website--that you offer online degree programs. At other schools, that means working adults can take these classes as we see fit and one per semester. It wasn't until after i registered for my first class that the dean told me, "Oops , I forgot to tell you that you can't take this one course. If you don't sign up for a second one, you will be dropped from the program." It was shocking. This was literally the day before registration ended. I had to hurry up and sign up the next day, then come up with twice the money I was expecting to pay. I hope there are no more surprises. You should spell out everything on the website so no one else has to get that ugly surprise.

I do not feel like this survey considered the opinions of students that have not recently taken an 8-week course. Also, the answers feel skewed, allowing me very little room to provide accurate responses.

I enjoy the 16-week course and also the zoom classes, it's still important to talk with professors in class. However, zoom has been very convenient with work and children at home school due to pandemic. Moving forward, I would suggest that Professors be courteous in providing updated syllabus. D2L is new to me so, in addition to adjusting and learning the app I was a bit lost and missed classes due to going by the syllabus provided and trying to learn how to use D2L. Also, be sure that systems are working properly for students. My account showed that I enrolled however, my classes and assignments were not appearing the first few weeks of class which caused me to miss assignments that could potentially affect my grade. In addition, information was not updated on syllabus in it's entirety to contact professors aside from calling campus directly with living in Houston.

I feel like my comments so far have been one sided, so I'll be clear that I don't feel that 8 week courses are without merit. However, I do not feel that it was a beneficial experience for me and my situation. We are always saying that what works for one student doesn't work for everyone - we all have different home lives, work lives, and

support systems. I do not feel this 8 week class worked in my circumstances. I was consistently behind because I was learning how to teach online while also teaching in person; my job duties increased significantly. I have young children to take care of at home, which requires me to schedule my after-work graduate study time. I have had straight A's until this point and am anticipating my first B because I simply could not meet the time constraints in my circumstances (I understand that some can make this their #1 priority; it just wasn't happening for me). 16 weeks would have been a better option for me this semester.

I feel that there's always a dilemma between needing the flexibility of a fully online course and having the quality experience of learning face-to-face. Being a student with experience in face-to-face, zoom, and fully online classes, I have learned that the best thing for me is to have flexible fully online classes with recorded lectures. My only problem I've ever had with fully online classes in the past is that they expected me to teach myself. As long as I can watch a recording of a professor going over the material, I learn exactly the same as I would face-to-face, if not better, when I do an online course because I can actually re-watch the lectures and catch things I missed. So, my main concern is that for my life, zoom classes require too much real time interaction and strictly online classes don't provide enough input from the professor. We need more online classes offered with recorded lectures because they're flexible and still provide a high quality learning experience.

I feel there are not enough graduate courses offered and what courses are offered are not diverse. Coupling that issue with the requirements of the department really limits students in terms of coursework and often time leads to a student taking an extra semester to satisfy the degree requirements.

I have not been offered an 8 week course for my graduate program so far but, if offered I would probably take a couple. One thing i think could be improved is the teachers use of D2L, it makes it easier for students and teachers to keep track of assignments and turning assignments in.

I have really enjoyed my time at SFA so far.

I hope the 8 week courses are offered in the Spring semester also.

I just started so I'm excited to take more courses!

I know I signed up to take my masters and I signed up for the hard work, but sometimes I think that 2 papers, a discussion board, and a quiz due in a 7 day period are a lot to handle. Especially with a 40-hour workweek. But, as I have said, I signed up for this, so it is my job to make sure that I do my best.

I know it's hard to get multiple sections, but when there is only one section our choice on how we take the class (online, in person, hybrid, eight week, sixteen week) is limited when we should be having more choices during the pandemic.

I like attending SFA and I look forward to this degree as well. I am ready and willing to do what it takes to get my degree. I know it will be time consuming with a family. I am ready for the challenge and degree. I am excited about a new degree and career change.

I like the 8 week options and hope to see more of them. I hope, however, that each course gets evaluated individually to determine whether it fits better into 8 weeks or into a 15 week semester.

I love online the teachers have been good and helpful. Maybe it'd be cool to meet towards the end of each semester around the time of project and paper deadlines!

I love SFA and the grad courses I have been in have been great so far.

I love that we can take courses via zoom. I honestly wish it was set in stone that all courses would be via zoom for the next year so that I could find another full time job outside of Nacogdoches.

I love the 8 week options for courses. I also love online or Zoom courses. Since I work full-time, commute to and from work, and have a child at home; I need the flexibility of being able to take my course from anywhere. I had been debating on if I could devote the time to face-to-face courses, and had decided to put off going to graduate school. Since this pandemic started, I decided to take advantage of all courses being online or Zoom over the summer. Having this option also prevents me from having to hire a babysitter, or find alternative people to pick my son up from his after school care. Having Zoom classes right now is saving me from that headache. Most of your graduate students are probably working full-time and have families, so why not conform the classes to allow more students to attend. If this goes away, I'm not certain that I will finish this degree. I also really love when instructors try to find ways to not require a textbook. Textbooks can add up pretty quickly.

I need more notes in the modules meaning all the fluff cut out of chapter readings and get to the meat of what we need to be absorbing.

I personally think that 8 week courses for students pursuing a graduate degree are a great idea. Implementing this change will allow my colleagues and myself to spend more time focusing on thesis writing and lab work regarding our masters research.

I really cannot say enough how upsetting it was that all of this was pushed through at such a terrible time. I signed up for two 16-week classes in the spring. What I got a rush job in one class and a "we don't know if the instructor is coming back" situation in the other class that is still ongoing at midterm. What a terrible situation to put students in! We really didn't know who the instructor was or what the assignments would be like or the rubrics or the grading processes since, at any moment, the original instructor might return, or the "new" instructor might become the actual instructor and the papers and expectations might completely change. This has not been a good experience and made me consider pursuing this degree elsewhere. I really don't want to, but this

semester has not been good. I realize we are all trying our best under the circumstances, but moving to 8-week classes at a time like this was a bad idea pushed by an individual who hasn't taught a class in years.

I really enjoyed this program and am looking forward to in a few years completing the superintendent certification program.

I suggest offering 1 course at a time. I believe that may be more palatable for many students.

I suggest that advisors advise students to take 8-week courses with 8-week courses and 16-week courses with 16-week courses because time management can become an issue. Additionally, please consider the difficulty level of the course before transitioning it to an 8-week format. Lastly, make sure that professors make their course work in an 8-week format vs. shoving 16-weeks worth of material into an 8-week timeframe.

I think 8 week courses would work in some scenarios. This semester it worked out but only because of the strange COVID protocols. Under normal circumstances, a 16 week face to face structure is undoubtedly the best option.

I think getting a count on how we as students feel about it should help make the decisions going into the future. You should have the students point of view on it not just make the decision for us.

I think that master's level social work students could benefit from preparation regarding licensure exam training. In addition, students could benefit from less assignments. I understand that assignments are vital to education. However, excessive papers, discussions, tests, and zoom classes can be overwhelming for students especially during unprecedented times where individuals are mostly focused on meeting their needs.

I think the live feed option is very difficult when professors do not have steady feed of internet service (home based). Also a bit more understand of how the systems work and professors having a better understanding of how to most efficiently run and utilize D2L would help professors communicate with students.

I understand that this fall was a challenge to organize. Moving forward, I hope the university will encourage programs- especially helping professions such as counseling, to offer as many face-to-face classes as possible. I did not choose SFASU and move to Nacogdoches to learn from online modules. I invested in the university and the program faculty because I trusted I would best learn directly from them in the classroom. I strongly encourage graduate programs to be given the freedom to decide the best modalities of offering courses as they serve as the guides and gatekeepers to unique and important professions.

I was under the assumption that the MSN program was full time, but it is part time and lasts 3 years. I would like to be able to take more classes, or 8 week classes so that we can graduate faster.

I was very disappointed to hear that SFA was going to all 8 week courses. I believe that you are going to have to lower the standards in order to do this. This was my first 8 week course and it was incredibly time consuming. I am a teacher, and I also have a part-time position as a lab tech in our local hospital. In other words, I do not mind hard work, however, the 8 week course I took was more demanding than any other class that I have taken. The instructor was great and I needed every bit of the information that I received from that class, however, it would have been much better in a 16 week format. I downloaded everything and will now spend the next several weeks reviewing it.

I wish more classes were offered as 8 week courses options and 16 weeks. Which would allow students to choose what works best for them.

I wish professors were required to have grades posted online on a regular basis. I like to know how I'm doing in a class at all times, and sometimes these professors don't upload grades for months and I find out too late if something was missing or if I was doing something incorrectly every week. I am graduating in December, and the anxiety I have over the idea that some of my grades might not be satisfactory is troubling me.

I wish that the D2L program was used to provide content to the student rather than emails it's hard to keep up with

I wish there enough money in the budget to offer all the professors a device that allows that's draw on a computer or tablet screen with a stylus to better illustrate the material.

I would greatly encourage you to reevaluate this decision, because I really do not like the direction this is taking us. I do not feel like I am learning anything, because I have no time to absorb the information before it's time for the next lesson or assignment that's due. I am going to have to reread both textbooks for two of my classes so I can make sure I understand what I need to learn.

I would highly suggest having more face to face accounting graduate classes. There are plenty of other schools that offer it online, but I specifically chose SFA because I wanted as much face to face instruction as I could get. And even if it's not face to face, having zoom classes make all of the difference in the world. My tax class was online and she zoomed with the whole class and we worked problems together, asked questions, it was great. Now this semester we have little to no instruction. We were given the syllabus, and there was no zoom class or anything. It's really disappointing. Hopefully if classes do go online again, SFA will encourage or even require teachers to hold at least one class a week or even every other week via zoom.

I would like it if my professors would teach instead of only using resources provided by the textbook.

I would like non-thesis options for the Cybersecurity program

I would like the option of more summer classes to take in the MSW program. I feel professors should utilize D2I more

I would like to bring two items to your attention. 1). I talk to many prospective students and they invariably ask about the courses in the program. I have yet to speak with a prospective student who was not disappointed to find out that a number of the courses listed here: (http://catalog.sfasu.edu/preview_program.php?catoid=14&poid=4690) have not been offered for the past few years and look like they will not be offered in the near future. I understand why those inactive classes are still on the list, but I believe you would be benefited by bringing them back and that if they cannot be brought back, that prospective students will look more favorably upon SFA if it is clearly indicated that they are not currently being taught. I can easily imagine someone coming to SFA seeing the "content course not yet determined" in their schedule assuming they will have some choice in what the course is and being disappointed when they don't. 2).

I would like to see a combination of online and virtual learning night classes. I can only learn so much from reading a textbook by myself. I feel I am missing key information when it is self-learned.

I would like to see Brightspace reorganized. It is a decent platform, however it can be confusing to use, especially if the professor attempts to utilize all the features. For example, discussion posts are confusing to navigate, and old posts are not able to be reviewed. I have tried to go back and review an old post, just to find that it was gone. Remove the email system in Brightspace. Just another email to check for messages. If Brightspace can be simplified, I believe it would be more useful. Currently it is overcrowded with information that is not used, it is distracting, and causes more stress than comfort.

I would love to see you keep the 8 week course schedules.

I would love to take 8-week classes so I can graduate early. I would already be done if all/more classes were offered in this format.

I'm a mother with children and continuing my degree online this semester has been very helpful because I don't have anyone to watch my children due to the pandemic. Many people are still not allowing other into their home.

I'm not taking a Master's program. I currently have my Master's from SFA. I am working on a principal certification. I am only able to take classes online. When I signed up for courses, it was initially 16 week courses. I was notified maybe 2-3 weeks prior to classes of the changes. Like previously stated, COVID 19 limits students to get observation hours in at other campuses, so this should be considered when assigning this. Campuses in my district are not allowing outside visitors.

I'm supposed to have been focusing but there are no statistic courses on offer. In fact I have only been allowed to take 1 statistics course up until this point.

I'm in my second semester at SFA and I'm really enjoying the curriculum and the overall experience. I will highly recommend SFA to anyone.

I'm in the school of music and going for my education certification at the same time just for context. 1 of my music courses and all of the ed courses I'm in this term feel like 8 week courses that were stretched out which is frustrating. Homework and material is posted and due every other week. Doesn't feel like I'm getting my money or times worth.

If a student is able to handle the course load of taking an 8-week course, then it would be beneficial for them to have that option. I would suggest having 8-week courses available for all students not just graduate students.

If courses change to 8 weeks- the hour requirements should change with it. It seems completely unfair that previous students had 16 weeks to get practicum hours and we only have 8. I was also informed that the hours used to be 60 and were upped to 85?

If I am forced to do 8-week courses, then there will be a very good chance that I will go to another university that has a 16-week option.

If I had known that the graduate programs would be going to 8 week classes, I would have never came to this school for my program. I was here for my undergrad and so far I've liked my current program. Unfortunately, because of these sudden changes in the class format and length, I am seriously looking at my options to transfer.

If the content of the course can be delivered without yet another 20-page research paper in each class, I think more flexibility in course length should be considered and offered. Let's break the mold of higher education!

If you implement 8-week courses, you will punish students and lower grades and enrollment unless you also have a complementary section of the same course in the other 8-week period and two 16-week sections. No course should be offered in an 8-week format unless there are at least 4 sections. For each grouping of 4 sections for one course that include 8-week versions, there should be one 8-week course in the first half of the semester, one 8-week course in the second half of the semester, and two 16-week sections. There is little student demand for 8-week courses. There is an administrative need to appear that you are being innovative in course offerings, but if you do this and harm students, then you are being negligent in your duties.

Invest in quality students not the quantity of students

It is less about 8 vs 16 weeks for me and more about the course. I would take some 8-week courses for elective or additional that I am interested in but are not part of my requirements. so for me it's more about the courses that are offered as an 8week option.

It would be nice to take the human sciences class regarding APA style of writing closer to the thesis classes. The adopted version changed since I began my graduate degree.

Just consider if you are shortening the semester for a class, perhaps some of the requirements could be eliminated or modified to fit a shorter timeframe.

Just notifying students sooner if the course would be hybrid, in person or online sooner and if hybrid to what extends the student would have to be at the school in person.

Learn from other universities and colleges who are trying similar programs.
<https://www.randolphcollege.edu/take2/> This type of structure might work better for some courses but maybe not all courses. I think it is good that students and faculty have a day apart from each other between class meetings.

Leave well enough alone. Take the whole university to the quarter system or keep 16 week course options available for the courses.

look forward to in-person classes

Love the change to 8 weeks!

Make it easier to see degree maps on departmental websites. It should be easy to find and simple in layout. It should be easy/simple to go on any department site and see what classes you need to fulfill the degree, clearly spelled out.

Make more classes after 5pm. It's hard to leave work to come to class at 4. Most of us work.

Managerial communication doesn't make sense for the MPA program

Maybe just have the professors review on how to use d2l and all the different capabilities it has! The curriculum has been outstanding. However, I feel if d2l was used more to provide us with our content, tests, assignments it would be a little easier to keep up with everything.

My comments about workload are not intended to mean "content." It is more difficult to cover content over 8-weeks. One side effect is that students are creating projects and papers without fully understanding the subject matter due to the shortened timeline.

My Professors are the Best: A, B, C, and of course D!!!

My understanding is that part of the goal of 8 week semesters is to increase the number of credit hours claimed by the university in order to increase funding. While I respect the fact that a university is a type of business in its own right, sacrificing the quality of students' education to gain in quantity of overall credit hours is, in my opinion and especially in my field of study, a potentially dangerous undertaking. While the speed at which a student can complete a degree is alluring, if the coursework is known to be very demanding or, alternatively, the educational quality is known to be low, students could

face potentially severe disadvantages in the name of expedience and increased funding.

n/a

na

NA

NA

NA

Need to make sure professors know what they are doing when it comes to D2L. Mine doesn't and it has impaired leaning/teaching process. Not being certified in online training and then teach an 8-week class...oh my. Not good.

no

No

No

No

No

No comments at this time.

No further comments

No thank you

none

None at the moment.

None at this time. But this is my first semester. I may feel differently after this semester.

Not at this time.

One of my graduate teachers is not utilizing Brightspace very much. I wish it would be used for communication and for grades to be posted. This professor is doing this all through mySFA email. I feel Brightspace would be a better option.

One thing I think would be a great addition to courses are class zoom meetings. I feel like I am missing out on the professors' personal experience with course material and advice.

Online and Zoom instruction should seek in include visual, auditory, kinesthetic, and tactile modalities. Even if the traditional style of class would have been "seminar", the removal of students together in a physical classroom decreases the energy among the attendees and lowers the interaction so professors could substitute that missing piece with a different kind of learning to add dynamic and variation to the class through multiple learning modalities. Good teaching uses differentiated learning styles for the lesson, great teaching uses differentiated learning styles for the student.

Online classes are the only way I can take advantage of grad school. I feel the professors have done a great job being agile this year, but it would be more effective if the professors had better technology skills.

Online graduate classes should not be self-taught - there should always be a lecture component that is not dependent on the student reading information and implementing it themselves. For this, books can be bought online and read for much cheaper than graduate tuition. Even at a graduate level, students expect "teaching" to occur, and not that a student should spend all their time going to YouTube to find information that may or may not be accurate. Professors still need to add in recorded lecture for listening

People who can't grasp the fact that only offering courses in an 8-week format can cause serious time management issues shouldn't be allowed to make these types of decisions. The 8-week format only makes sense for courses that have enough sections to offer 16-week options and options during the first and second 8-week periods in the same semester. If you don't want the 8-week program to die a horrible death, make sure you give people all three options for all courses that have 8-week sections.

Please add more contest for students to participate. It could be beneficial for the university, faculty, and students.

Please bring us back in-person for the Spring 2021 semester!

Please continue to work towards achieving APA accreditation for the School Psychology Program.

Please don't make 8-week courses a norm.

Please ensure this decision is made with consideration for the value of our degrees (post-graduation) and not just for enrollment purposes. Post-bachelor degrees should be challenging and are not for everyone. While I understand the need to remain competitive in the educational market, consider the cost; not only to the instructors but also the institution.

Please go back to 16 weeks. Zoom and hybrid classes make it challenging enough for many students to learn 8 weeks makes it exponentially harder.

Please hire more professors with doctoral degrees and more experience for the speech path graduate program. Some of my classes I paid hundreds for were total jokes and a waste of time. Three specifically. I learned almost nothing in two. In undergrad almost all my professors had their Doctorate. Only clinical mentors had master's degrees and they rarely taught grad level courses. Since coming here have realized how much more my old classmates are learning at other grad programs and it is very disappointing. The professors here should go look at other programs to compare their syllabi (and teaching methods for some). They are way behind the other programs in terms of curriculum, internship opportunities, and outdated resources. It doesn't seem like they have any interest in growing or improving either.

Please make classes online and 8 week course because I find it more beneficial for students and faculty.

Please make sure that when courses are listed online in mySFA, if they plan to have scheduled meeting times during the week, that they be listed as hybrid and have the day and times. This was very difficult this semester because when I registered, most of my course said online, but as the semester began, some professors decided to meet every week during a certain period. I understand the reasoning, but was not expecting that and had to readjust work and family schedules last minute to accommodate.

Please offer courses in the counseling program more frequently to allow for more flexibility in scheduling. I have known students who had to drop a course or had other issues arise and felt like they had to drop out completely because it would delay their graduation an entire year due to the way that classes in counseling are scheduled out over the year. This could place an undue hardship on graduate students, especially those who are more likely to have additional life responsibilities.

Please offer online classes for some of the Spring 21 courses. Not just Zoom that's offered at inopportune times.

Please tell us how this will affect financial aids

Professors are top-notch individuals and are willing to work with students to make sure they are successful.

SFASU is taking an awesome approach to progressing the teaching models of the 21st century! We are writing the books on how to teach post-pandemic, and we are doing it together- students, faculty, grad students, admin, and the countless service members who feed the Lumberjack community and keep it safe. Embracing online structure is optimal for core curriculum and reaching potential students who may not even be in Texas area. I have seen countless members of the SFA academic community show great integrity and ingenuity this semester, and I'm so honored to be learning from talented scholars. Know that you have support of the graduate student body, and that we are working hard to keep the Lumberjack reputation outstanding!

Since the length of the courses changed, practicum hour requirements should have changed too. Completing 85 hours in 6 weeks (this was more of the reality when you consider due dates) was extremely difficult while also teaching full time remote and face to face.

So far I am really enjoying my first class, an Independent Study with Dr. X. It is a lot of work but I am learning some new skills and I feel that I am already benefiting from the material I am being exposed to. I look forward to the day when I can say that "I am a proud graduate of SFA."

So far, my 8 week courses have been manageable and I DEEPLY wish I could have done two 8 week courses adjacent to one another along with a full time course my first semester and second semester of my first year. Then, my last year would have been manageable and less stressful. OR I could have not done summer classes. (I did not mind the summer classes, as they were also great) Making it possible for students to complete 3 classes a semester while for them, only ever having to actively be doing coursework for two classes is a wonderful idea. As someone who works full time, I can say with certainty that taking three full time classes is not possible while working full time (at least for me it is not and every other student I have spoken to in this program who works full time agrees) so if these 8 week courses had not been an option during my last year, I would not have finished the program in two years. I would have had to take a summer course after the two-year mark.

So this school has so many issues. 1. It took an entire semester for me to get my transcript changed from probation (where it shouldn't have even been to begin with) to free and clear. 2. It took over a week to get a transfer credit to show up correctly on my transcript. 3. Communication from the university sucks. 4. Graduate courses that are only taught off a PowerPoint should just be converted to fully online, I can sit at home as easily as I can in class to look at a PowerPoint. 5. I feel as if that if you didn't do your undergraduate degree here you get left out of many things and I wish there were more socializing opportunities for grad students. 6. while the university is very pretty, and the instructors are, for the most part, great, I would never recommend to anyone to come here for their degree. On a positive note, I enjoy my classes and my thesis research the most. And the professors seem knowledgeable about their field and to care about us succeeding so that's nice.

Some classes do need to be face to face, but I'm very high risk and prefer not to be in a class room. I work full time, so I can only take classes in the evenings. I prefer online over all but not with Zoom.

Some of the professors that have not taught in a while in this program are kind of harsh.

Some of these questions aren't really applicable to me so I'll explain my situation. I already have a terminal degree (Ed.D. in Educational Leadership) but I am seeking to get the "certification" of 18 graduate hours of English so that I can teach English classes in a post-secondary setting.

Some professors are not as flexible with zoom as the University advertises that they will be.

Some programs do not lend themselves to an 8 week course format. If I had been told at the beginning of this degree journey the classes would be in an 8 week format I would not have started my Masters at SFA.

Speech language pathology should be three years instead of two

Stick to regular 16 week courses. In person is preferred by me.

Summer classes should have zoom sessions required by the teachers. At least once a week. At least if they're just making you read a bunch of chapters they also have to be accountable and do some teaching.

Thank you for gathering feedback and making the best decisions for your programs. Either way, I am excited to continue my education with SFASU!

Thank you for trying new things!

Thank you.

The 8-week classes are beneficial because it allows for reduced amounts of time in the program however, the assignments need to be reduced. Graduate assignments are already heavy in requirements for even a 16 week class. This cannot stay the same if we are cutting the amount of time of the entire course length. The amount of assignments must be reduced for the 8-week courses.

The 8-week courses are good, but one that has too many assignments needs to consider the number of assignments for such a face pace class.

The counseling program needs to be edited better to fit 8-week courses.

The courses itself have been laid out well and the professors have been great with their availability and willingness to help and answer questions. Wish there was more than 8 weeks to complete the 85 practicum hours, reflections, and assignments.

The current situation hybrid due to covid has presented some serious challenges to learning the material and completing the coursework. Although I realize this was necessary due to Covid, it is my hope we return to more face to face instruction in the near future.

The face-to-face (even via Zoom) professional mentorship of faculty at SFA is what draws and retains graduate students to these programs. Please do not reduce the contact hours between faculty and their graduate students; this time is invaluable for organic professional development that simply cannot be conveyed online or in a brief two month period.

The fact that you raised prices for 25% this fall in the middle of a global pandemic is despicable.

The history department is a true gem.

The instructor was accommodating, kind, and understanding but expectations for what we get out of a class cannot change just because the class meets 8 weeks instead of 16. We paid for 100% of the knowledge from the class, not half of it. Thus instructors stress a bit trying to figure out how to effectively get us all the information needed, and we're stressed attempting to absorb it all.

The MSW curriculum should have other options other than focusing on rural communities. Child welfare and clinical focuses should be offered because those are universal studies. The current MSW Advanced Standing online program isn't helpful towards the licensing exam. It also seems to be composed to extensive length papers which isn't helping us learn.

The practicum hour requirement seems to not be communicated to graduate students in the SAHE program until their second to last semester. In which this increases the stress levels that students may experience because they are told rather late that they have to complete 300 hours to graduate. This is a bit unnatural and sometimes difficult to obtain for those who work full-time occupations. In addition, this program is not based on counseling therefore the hour requirement does not make sense. I am not obtaining a counseling degree in addition to my SAHE degree otherwise the hour requirement would make sense. I would recommend fewer hours or to change the degree plan to include counseling as an added portion of the achieved degree. For example, the combined bachelor and master's accounting program ensure that students will receive both degrees.

The school of social work seems to be overwhelming with all the work from courses plus the field instruction. I feel like I don't get enough time to learn the material well. Would be nice to do one course at a time, because I could focus on one class at a time.

The thought of an 8-week graduate-level course is terrifying. Full disclosure.

The workload is not suited for a person who works 40+ hours a week and has a family. I think the intention is good, but the execution is terrible. I understand this is graduate school, but I also understand the importance of going deep opposed to just skimming the surface of important material. Are we here to learn how to be successful counselors, or are we here to rush through as much information as you can throw our way and hope we catch some of it? We are educated adults. We are capable of participating in discussions and learning from one another. This is not quality education. The focus is being placed on quantity over quality. There's even more work assigned than the professors can even grade on time. My last class ended without me even knowing my grades for half of the assignments I was given. I am questioning whether or not I can even continue in the program if things do not change. I do not feel like my education is being valued over the quantity of work you want collected.

There are many errors in the online courses I have taken. Some are obviously typos; others give incorrect or contradictory assignments. For example, one part of the module may say to read particular chapters and another part of the module has a different reading list, or the directions for the quiz say it's over something else. There may be conflicting due dates in different sections of the course and/or syllabus, etc. I think the courses would be better if proofreading by someone outside the instructor's college was required. Other than that, I have truly enjoyed the courses I have taken and the instructors under which I have studied. I believe the content is second-to-none.

This is a great program for completion of the degree which I am seeking.

This is my 1st semester as a grad student, so I haven't technically finished any of my credit hours yet.

This is my first semester as a graduate student and so far the courses seem helpful and informative. I wish it was easier to see what classes are offered for my major (biology), writing a degree plan has been extraordinarily complex when it should not be.

This is my second masters from SFA so I do love the professors and the education department, because I keep coming back

Unfortunately if my classes are only offered in 8-week courses I do not think I will be able to complete my degree at this school. I only have a few free days to do my school work per week, and I would not be able to complete the required course work in that time. I do not want to be forced to transfer to another university, I would prefer to finish my degree at SFA.

we need to get back to face to face as soon as possible... unreliable internet, professors struggle with technology... isolation. home not being a functional learning environment, no change of environment between classes. we need to be back in real life for a functional education experience and to learn more effectively

We started and signed up for face-to-face. Being pushed to online has been difficult. I would hope the option for where students learn best is available, rather than being pushed to only online because of reduction in workforce and cost saving. This is a terminal degree and is done because of personal choices, not have-to's. If degree seekers become distance only learners, I feel they will choose to take course at large colleges and universities that may be more adept at meeting distance learner needs.

While I prefer face to face classes, I understand why online classes are necessary. That being said, I feel professors teaching online courses should consider recording lectures or doing ZOOM lectures rather than having the course strictly online with little interaction. When it is all online students are basically teaching themselves and that isn't very helpful or fair when they are paying to be taught.

With a push of putting courses online and moving to the 8-week format, could the busywork be eliminated? It's difficult to find time to write papers must less completing mindless discussion boards that I gain little value.

With the pandemic, I understand the necessary changes and movements to online/hybrid -style courses. However, in my personal opinion, I believe face to face courses are much more beneficial. Obviously this differs from individual to individual, but as a person whom struggles academically, face to face has proven to be more effective as opposed to teaching myself in an online course.

With the shortened timeline, advanced warning on assignments that require fieldwork would be helpful. Otherwise, I really do like the 8 week format.

You all have been fabulous. Thank you for all of your efforts on my behalf and for trying to make this time a bit easier on us all!

Your online program is sorely lacking. It should be made clear on the website or elsewhere that this is not run like most programs where you can go at your own pace and take as few or as many classes at a time as you want. Instead you're held to a timeline and requirements that are not conducive to working on a degree while living a life with responsibilities. The whole reason I'm online is because I don't have time to sit in a classroom. I have a career and am trying to go to school when I can. I don't want to be told I have to take 2 or 3 classes at a time or face expulsion. A true and modern online program would allow me to take one class at a time if I desire. You need to get up to speed with the way things are in the world in 2020!