

Passed 20-1-0



SENATE RESOLUTION# 2997

TITLE: Extending Passing Periods
DATE INTRODUCED: 4/16/2024
AUTHOR: Senators Relaford, Meester, and Hennigar
SPONSORS: Senators Keasling and Moore, Student at Large Michelle Lake

1. WHEREAS, the purpose of the Associated Students of the University of Wyoming
2. (ASUW) is to serve our fellow students in the best manner possible; and,
3. WHEREAS, the current university passing periods are currently not lengthy enough to
4. accommodate a variety of student needs; and,
5. WHEREAS, one of the primary advantages of extending passing periods to 20 minutes
6. is the improved accessibility to campus resources; and,
7. WHEREAS, a longer break allows students to navigate the campus more efficiently;
8. and,
9. WHEREAS, in most educational institutions, campuses are large and filled with various
10. amenities, such as libraries, dining areas, and counseling services; and,
11. WHEREAS, when students have only a 10-minute window to travel between classes,
12. they may often find it challenging to access these resources; and,
13. WHEREAS, a longer passing period can significantly reduce disruptions in the
14. classroom, leading to a more conducive learning environment; and,
15. WHEREAS, students that have to travel excessive distances across campus such as
16. going from the Classroom Building to the Animal Sciences Building have an unfair
17. expectation put on them and are at higher risk of missing parts of class; and,
18. WHEREAS, with only a 10-minute passing period, students have minimal time to

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19. perform activities such as using the bathroom, navigating campus, or mentally resetting
20. from the previous class; and,
21. WHEREAS, when students lack adequate time in their passing period, this may lead
22. them to struggle concentrating as well as feeling anxious or distracted; and,
23. WHEREAS, extending the passing period would allow students the time to mentally
24. reset and perform necessary activities between their classes which will in turn make
25. students less prone to anxiety and distracting activities in a class environment; and,
26. WHEREAS, this will ultimately better students' mental health which has been shown to
27. be closely linked to students' academic success; and,
28. WHEREAS, the University of Wyoming successfully implemented 20 minute passing
29. periods during 2021 as seen in Addendum A; and,
30. WHEREAS, this former passing period system indicates that while the class schedule
31. was different due to Covid-19, an extended passing period system is tangibly
32. achievable; and,
33. WHEREAS, Addendum B presents further explanations on the positive impacts of this
34. change to the campus system; and,
35. WHEREAS, bringing this system back has very few if any negative impacts on the
36. larger UW community.
37. THEREFORE, be it resolved that ASUW advocates for the extension of passing periods
38. to 20 minutes; and,
39. THEREFORE, be it further resolved that ASUW advocates for the mental health
40. benefits, reduced classroom disruptions, and accessibility improvement of this change;
41. and,

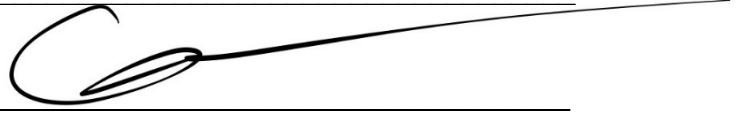
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- 42. THEREFORE, be it further resolved that upon passage, a copy of this resolution shall be
- 43. presented to the Board of Trustees, Vice President Hall, Vice President Chestnut, and
- 44. Dean O'Neil; and,
- 45. THEREFORE, be it further resolved that this resolution should stand immediately upon
- 46. its passage

Referred to: ADP and HOPE

Date of Passage: April 23rd, 2024

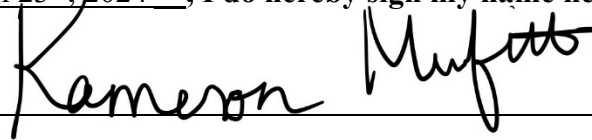
Signed: _____



(ASUW Chairperson)

“Being enacted on April 23rd, 2024, I do hereby sign my name hereto and approve this

Senate action.” _____



ASUW President

Addendum A:

Scheduling, General

1. The ultimate responsibility for the fall schedule lies with the Unit Head, who may modify course assignments (i.e., instructor assigned to a given course), if needed. The Provost is the final authority over the schedule.
2. Fall classes will continue to run on the adjusted course time schedule (e.g., 20-minute passing periods).

Link to the above screenshot:

https://www.uwyo.edu/acadaffairs/_files/docs/c19_faculty_guidelines.pdf

Addendum B:

Extending passing periods can significantly contribute to promoting mental health among students. In many educational settings, passing periods are brief moments between classes, often filled with the rush to move from one classroom to another. By extending these intervals, students are granted additional time to transition calmly between academic demands. This increased time not only reduces the stress associated with rushing but also allows students to engage in brief moments of relaxation, social interaction, or self-care. These moments are crucial for mental well-being as they offer opportunities for students to decompress, connect with peers, and recharge before diving into the next academic task. Ultimately, extending passing periods acknowledges the importance of mental health in the educational environment, fostering a more supportive and conducive atmosphere for students to thrive academically and emotionally.

Extending passing periods at the University of Wyoming contributes significantly to making the campus more accessible. With the university's expansive campus, which takes pride in being a walking campus, allowing students more time between classes facilitates a smoother transition between distant locations. The University of Wyoming's vast grounds provide a scenic and engaging environment for students, but traversing the extensive distances can be challenging within the standard passing periods. By extending these intervals, students have ample time to navigate the campus comfortably, reducing stress and ensuring timely arrival to classes. This accommodation enhances the overall accessibility of the university, promoting a positive and inclusive campus experience for all students.

Extending passing periods between classes can significantly reduce distractions in the classroom environment. A longer transition time allows students to enter the classroom more

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calmly and discreetly, minimizing disruptions associated with late arrivals. When passing periods are too short, the noise generated by a latecomer entering the room or someone leaving to use the bathroom can draw undue attention and disrupt the flow of the class. Additionally, with more time available, students have the opportunity to address urgent matters, such as handling phone messages or adjusting electronic devices, without the need to do so during class time. By providing a more relaxed and conducive environment for transitioning between classes, extended passing periods contribute to a more focused and undisturbed learning experience for both students and educators.