

# California Community Colleges

## STUDENT ATTENDANCE ACCOUNTING MANUAL

### ADDENDUM CONCERNING ACADEMIC CALENDARS, COURSE SCHEDULING, AND RELATED TOPICS

#### 1. BACKGROUND

Compressed calendars (wherein the students have more contact with instructors per day, for fewer days or weeks, with no loss of instructional time over the course of a primary term) have become increasingly popular over the past five years, and, as System Office personnel have reviewed applications for compressed calendars pursuant to Title 5 Section 55702, they have noted increasing variations in approaches to class scheduling and, by implication, to methods of attendance accounting. Noted variations in approaches to class scheduling include factors such as class start and end times, passing time, and break time. Perceived variations in methods of attendance accounting include such factors as relationships between class (student contact) hours and clock hours, block scheduling, and term length multipliers (TLM's), as they relate both to flexible calendars and compressed calendars. The many variations expressed through applications for compressed calendars have elicited a number of questions and concerns over the appropriateness of some practices attendant to class scheduling and attendance accounting, and this addendum to the Student Attendance Accounting Manual (SAAM) is intended to clarify regulations and procedures and to present appropriate practices for managing compressed and/or flexible calendars. Thus, this addendum is intended to be read in conjunction with Chapters 1 and 3 of the SAAM. It should be noted that, like with any academic calendar configuration, a compressed academic calendar may impact workload conditions, but those need to be reviewed and negotiated at the district level.

Beginning with a brief historical review of regulations relating to compressed calendars, flexible calendars and attendance accounting, this addendum presents definitions of key terms and explanations of appropriate procedures for class scheduling and attendance accounting. The addendum also features examples of appropriate practices for calculating student contact hours under compressed calendars and flexible calendars. The intent of this addendum is to bring clarity and consistency to appropriate practices for implementing compressed and flexible calendars among all colleges and districts. This addendum is also intended to support the basic principle of community college finance that funding should be

distributed in a manner that assures that the quality and accessibility of community college education is equitably available throughout the state (Principles for Community College Finance – adopted by Board of Governors December 1985). Since community college funding is primarily driven by student contact hours and resulting Full-Time Equivalent Student (FTES) calculations, it is important that practices related to course scheduling and flex and compressed calendar implementation be standardized to the greatest extent possible.

## **2. BASIC PRINCIPLES**

### **a. Follow Guidelines in Title 5 and Student Attendance Accounting Manual, which includes this addendum to the SAAM**

Class scheduling shall be done in accordance with the provisions of Title 5, California Code of Regulations (Chapter 9 – “Fiscal Support,” Subchapter 1 – “Attendance Accounting,” beginning with Section 58000) and the California Community Colleges’ *Student Attendance Accounting Manual*.

### **b. Utilize Comparable Student Contact Hours, Regardless of Course Length**

The scheduling of classes, to the extent possible, shall be equal to the total number of student contact hours, including final examinations, taught during a traditional 18-week semester and be consistent with required class hours indicated in the approved course outline for completion of the course. This should be true for compressed primary terms, summer sessions, winter intersessions, and other short-term classes. In this way, historic instructional time and historic apportionment are maintained.

### **c. Publish Explicit Start and Stop Times**

The start and end of each face-to-face class meeting shall be explicitly stated in every published schedule of classes and addenda.

### **d. Provide Appropriate Passing Time**

For each class there must be a passing time, which is outside of the class meeting time, and which is of such duration as to allow students to travel from one class to another and/or to allow a faculty member to set up or close up a class.

## **3. DEFINITIONS**

### **a. *Class Hour***

The "class hour" is the basic unit of attendance for computing full-time equivalent student(FTES). It is a period of not less than 50 minutes of scheduled instruction and/or examination. There can be only one "class hour" in each "clock hour," except as provided for

multiple class-hour classes. A class scheduled for less than a single 50-minute period is not eligible for apportionment. For purposes of computing full-time equivalent student (FTES), a class hour is commonly referred to as a "contact hour" or "Student Contact Hour" (SCH).

*b. Clock Hour*

A "clock hour" is a 60-minute time frame, which may begin at any time, for example, 8:00 to 9:00, 8:10 to 9:10, 8:20 to 9:20.

*c. Passing Time/Break*

Each clock hour is composed of one class hour segment and a segment referred to as "passing time," "break," etc.. No additional attendance may be claimed for this 10-minute segment, except as provided for under "multiple class hours."

**Note:** The 10-minute break time permitted in each clock hour may not be accumulated during a multi-hour block scheduled class to be taken all at once and be counted for FTES purposes.

*d. Partial Class Hour*

A "partial class hour" is that fractional part of a class hour in a class scheduled for more than one clock hour.

*e. Multiple Hour Class*

1. A multiple hour class is any period of instruction scheduled continuously for more than one clock hour.
2. In block scheduling, each 50 minutes exclusive of breaks (formal or informal) is a class/contact hour. However, each fractional part of a class hour beyond the last full clock hour may be counted for apportionment, starting from and including the 51<sup>st</sup> minute of the last full clock hour.
3. The divisor for this fractional part of a class shall be 50.
4. There shall be no class break in the last full clock hour or the partial class hour.
5. The sum of class hours cannot exceed the total number of elapsed clock hours for which the class is scheduled.

#### **4. HISTORICAL REVIEW OF REGULATIONS RELATING TO COMPRESSED CALENDARS, FLEXIBLE CALENDARS AND ATTENDANCE ACCOUNTING**

##### **Compressed Academic Calendars**

Title 5 Section 58120, as it existed prior to November 14, 1996, provided that "for a day to count towards meeting the requirements of Section 58142 [the 175-Day Rule], the total hours of course offerings scheduled during the day must be at least fifty percent (50%) of the average daily hours of course offerings for the academic year...". This stringent requirement

was in most cases only met by the weekdays (Monday thru Friday) of the fall and spring primary terms since the bulk of course offerings were being offered on these days. Since only the weekdays of the primary terms could be counted, the resulting minimum academic calendar was 35 weeks ( $175 / 5 = 35$ ) in length. Within this 35 week academic calendar (traditional calendar), districts maintained either two semesters averaging 17.5 weeks each or 3 quarters averaging  $11 \frac{2}{3}$  weeks each (only 3 colleges are currently on the quarter system). The 35 week academic calendar is also the basis for the maximum term length multipliers provided by Title 5 Section 58003.1(b) for weekly census procedure courses, 17.5 for semester length terms and 11.67 for quarter length terms.

Section 58120, as modified by the Board of Governors on November 14, 1996 and as it currently exists, provides that "(a) for a day to count towards meeting the requirements of section 58142 [the 175-Day Rule], courses of instruction must be offered for a minimum of three hours during the period of 7 a.m. and 11 p.m." The purpose of the regulation change was to provide greater local flexibility in scheduling options while maintaining the integrity of student learning and, in some cases, improve facility utilization. Under the revised regulation, districts can now count any day that includes at least three hours of courses of instruction, including Saturday and Sunday towards the 175-Day Rule. This means that primary terms can now be much shorter since more days can now be counted towards the 175 Day Rule. All districts that have received System Office approval to shorten, or compress, their primary terms have transitioned from the 35 week academic year to a 32 week academic year, or two 16-week primary terms. In all cases, a commitment was made to retain the integrity of the "credit hour" (that the student would continue to receive the specified number of hours of instruction previously provided under the traditional calendar).

### **Flexible Calendar Program**

Prior to the changes to the 175-Day Rule noted above, districts had another scheduling option that could shorten primary terms. In 1975, the Legislature passed AB 2232 which authorized a pilot project for six community college districts to operate a Flexible Calendar. These six pilot districts were allowed to set aside a maximum of 15 days out of the established 175-day academic calendar for the purpose of conducting staff, student, and instructional improvement activities. These activities were to be in lieu of the regular instruction during the designated days. In 1981, following the successful evaluation of the pilot projects, the Legislature passed AB 1149 which provided the flexible calendar option to the remaining districts in the system beginning with the 1982-83 academic year. In addition to AB 1149 and AB 2232, there were three additional bills relevant to the Flexible Calendar. The three bills were:

- AB 1656 (1983): Provided a no-loss/no-gain in funding; conversion of days to hours; Flexible Calendar activities performed any time during the fiscal year, and added matriculation as an approved Flexible Calendar activity.
- AB 836 (1985): Provided technical change to the formula to adjust ADA to further assure a no-loss in funding.

AB 1725 (1988): Created the Community Colleges Faculty and Staff Development Fund. This fund helped to increase the number of colleges on Flexible Calendar.

Currently, Title 5 Section 55720, et seq. provides the criteria and procedures for the adoption of a flexible calendar. Under this option, districts can designate as flexible time for faculty not more than 8.57% of that employee's contractual obligation for hours of classroom instruction. Historically, this has essentially been interpreted to mean that a district could shorten its 35 week academic calendar by up to three weeks to accommodate the maximum 15 days of flex and that it no longer needed to have an 175 day academic calendar (removing 3 weeks of instruction results in two 16-week semesters). The 8.57% was equated to 15 instructional days because Title 5 Section 55720(c) states that the minimum contractual obligation for faculty must be at least 175 days ( $175 \times 8.57\% = 15$ ;  $15 \text{ days} / 5 \text{ day week} = 3 \text{ weeks}$ ).

### **Attendance Accounting Issues Related to Compressed and Flexible Calendars**

As noted above, adoption of a Flexible Calendar is intended to provide no-loss/no gain in funding. To accomplish this, Title 5 Section 55729 provides procedures for adjusting the actual apportionment eligible FTES to what would have been generated had the flexible activities not been permitted and instruction had taken place instead. The FTES adjustment is based on the type of courses affected by the flex activities. For courses on attendance procedures other than Weekly Census, an adjustment "F" factor is calculated based on information provided on the Apportionment Attendance Report (CCFS-320). For Weekly Census courses, an adjustment factor is not applied to the FTES reported on the CCFS-320. Instead, weekly student contact hours as of the census date are multiplied by the primary term length multiplier that would have been used had there been no flexible time and regularly scheduled instruction had taken place. Both of these actions have the effect of restoring the lost FTES. This methodology/formula works fine with traditional calendars, but seems to lose its functionality somewhat when a district compresses its academic terms. This is not surprising when one considers that the regulations for the Flex Calendar option that were approved by the Board of Governors many years ago were designed and implemented to be consistent with the traditional academic calendar (35 weeks – two primary terms averaging 17.5 weeks) based on the old 175-Day Rule. Now that more and more districts are wishing to compress their calendars, which in most cases include flex days, it is important to eventually fully review and update Title 5 to reflect the academic calendar flexibility provided by the BOG action to change the 175 Day Rule in 1996. In the mean time, however, it's important to remind current compressed calendar districts, and those considering compression, of the no-loss/no-gain intent behind the flexible calendar option. Discussion of potential problems and challenges in this area for compressed calendar districts is discussed in the next section of this addendum.

## 5. PROBLEM SUMMARY AND POSSIBLE RESOLUTION ACTIONS

**Recent research appears to indicate that the following are potential problem areas for community colleges related to scheduling and academic calendars (unless indicated, the issues and related guidelines noted below apply to both compressed and non-compressed academic calendars):**

- **Passing Time:** A detailed review of official Spring 2006 class schedules indicates that several colleges do not explicitly show passing time between classes. In these instances, the schedule indicates that a class ends at the same time as the next class is to start in the same classroom (e.g., once class ends at 9:30 a.m. and another starts 9:30 am in the same classroom). This scheduling practice raises several issues, including the issue of the logistics of getting students out of the particular classroom in time for the next instructor coming in and being able to set up for the next scheduled class. Thus, faculty, in order to logistically teach a course, need a clearly indicated gap between when the last class leaves and the next one starts. Additionally, since this scheduling does not reflect the true ending and starting time of classes it is not possible to know if some districts are inadvertently including passing time in their FTES computations, which is not permitted. Furthermore, this type of scheduling presentation is not compliant with the requirement in the Student Attendance Accounting Manual which indicates that attendance (FTES) is computed on basis of regularly scheduled class hours as published in the class schedule or addenda (page 3.3). Without explicit passing time, it is not possible to independently determine via the schedule how many contact hours a regularly scheduled class generates per week.

Guidelines:

- a. The start and end of each class meeting must be explicitly stated in every published schedule of classes and addenda.
- b. For each class there must be a passing time, which is outside of the class meeting time, and which is of such duration as to allow students to travel from one class to another and/or to allow a faculty member to set up or close up a class.

Reference: Title 5 Section 58050; Student Attendance Accounting Manual (Chapter 3, page 3.3)

- **Block Scheduling:** The Spring 2006 schedule review also indicated that there are significant differences in how districts schedule multiple hour classes. In some instances, multiple class hours are being scheduled in 61 minute blocks (e.g., three-day block scheduling – M-W-F 61 minute blocks for 3-unit courses). This practice and other odd-minute scheduling patterns have been determined to be not in the best interest of students because these meeting times may be difficult to understand or remember and also give the impression that contact hour calculation rules are being

manipulated for contact hour gain or benefit. In addition to odd scheduling patterns, the schedule review also seems to indicate the possibility that course class hours are being scheduled beyond that indicated in course outlines.

In order to bring standardization in this area, the following guidelines should be observed:

Guidelines:

- 1) Individual class schedules must be based on five-minute increments for starting and ending times (e.g., 8:00 a.m to 9:25 a.m. or 8:00 a.m. to 11:10 a.m.).
- 2) To assist compressed calendar districts in accomplishing the task of appropriate block scheduling, the end of this addendum contains scheduling examples organized according to various term length multipliers and common weekly contact hour configurations for classes (1 to 6 hours per week). (Term length multipliers are inclusive of all days of instruction, final exam days, and approved flex days.) A similar table is also provided for traditional calendar districts. Please note that certain scheduling patterns will be discouraged or not available because they either under claim-state apportionment or inappropriately exceed appropriate apportionment targets.
- 3) Scheduling of courses must be consistent with the class hours indicated in the approved course outline for completion of the course. Reasonable variances are permitted if caused by legitimate scheduling considerations caused by course compression or computational exigencies or exceptions provided for in Title 5. The course outline of record plays a central role in the curriculum of the California Community Colleges. More than just specifying the required components of the course, the outline of record states the content and level of rigor for which students—across all sections of the course—will be held accountable. As such, when questions arise as to the appropriateness of a college’s course or program offerings, the System Office, CPEC, and others may request copies of the pertinent course outlines for review. In fact, in a State Controller’s Office Review of specific noncredit courses at a community college, contact hours were recomputed to ensure accuracy and compliance with the corresponding course outlines, as well as with applicable laws.

Reference: Title 5 Section 58023, 58050; *Components of a Model Course Outline of Record*, Academic Senate for California Community Colleges, Nov. 1995

- **Appropriate Term Length Multiplier for Compressed Calendar Districts that have Approved Flex Calendar Programs:** A review of course contact hours generated by compressed calendar districts that have approved flex calendar programs seems to indicate that “flexible time” is not always in-lieu-of classroom instruction, which is required by Title 5 Section 55720, et seq. When a flex calendar district compresses its academic calendar it is always expected by the System Office

that a college is compressing the actual instruction (net of the flex release) currently being provided under the traditional calendar into two 16 week primary terms. To avoid a loss of FTES for the Flex Time, the applicable 16.0 TLM is adjusted up to reflect the level of flex release from instruction. For example, 5 days of flex would equate to one additional week of instruction (each day representing .20 of a week). If you add one week of flex to the two 16 week primary terms, you end up with 33 total weeks. A 33 week academic year would derive a TLM of 16.5 (33 divided by 2 primary terms). However, it appears that some compressed calendar districts erroneously compress total instruction (i.e., the total course outline hours for a course, not the hours net of flex release) and on top of that apply a Term Length Multiplier that has been adjusted up for the approved number of flex days. This would obviously result in districts claiming FTES for both total instruction and flex time activities. This result would also be inconsistent with T5 Section 55720, et seq., which clearly indicates that flex activities are in-lieu-of classroom instruction and that the FTES generated by a Flex Calendar district be the same level as would have been generated had the flexible time not been permitted and scheduled instruction had taken place instead.

#### Guidelines:

- 1) Compressed calendar districts that have approved flexible calendar programs should determine whether they are in compliance with the “in-lieu-of classroom instruction” provisions of Title 5 Section 55720, et seq. and should work with the System Office to assure that FTES being claimed is properly computed and that it represents to the greatest extent possible the same level of FTES as would have been generated had the flexible time not been permitted and scheduled instruction had taken place instead. To assist compressed calendar districts in accomplishing the task of appropriate block scheduling, the end of this addendum contains scheduling examples organized according to various term length multipliers and common weekly contact hour configurations for classes (1 to 6 hours per week). (Term length multipliers are inclusive of all days of instruction, final exam days, and approved flex days.) It should be noted that if a college offers a very large number of flex days (more than 10), there are complications if it wishes to move a compressed academic calendar. The examples at the end of the addendum do not address those situations. Because scheduling options are often limited and because the FTES adjustment procedures currently provided by Title 5 for flex calendars were not set up with compressed calendars in mind, adherence to the no loss/no gain aspect of flexible calendars is admittedly difficult in some instances. Nonetheless, every effort must be made to comply with this requirement. Traditional calendar districts do not have this issue since they all use the same TLM of 17.5.

Reference: Title 5 Section 55720, et seq.

## COMPRESSED CALENDAR SCHEDULING PATTERNS FOR WEEKLY CENSUS PROCEDURE COURSES

These examples should not be construed as being the only scheduling patterns available to a college that compresses its academic calendar. They are provided only to illustrate the interaction of a compressed calendar with various contact hour computations and as examples of how a district may wish to schedule its semester length courses. The goal of these examples is to generate contact hours that are as close to what the actual target contact hour calculation would be without going under it. Term Length Multipliers (TLM) are inclusive of all days of instruction, final exam days, and approved flex days (the TLM for a college is determined as part of compressed calendar application process). Scheduling patterns apply to both lecture and laboratory courses or any combination thereof.

### 3-Hour Per Week Class (TLM = 16.0-16.7)

Although the minimum total semester hours of instruction specified in Title 5, Section 55002.5 is 48 hours (3 hours per week X 16 weeks), a common model used to maximize instruction is 54 hours (3 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 54 hours by these term length multipliers yields the following "target" weekly contact hours:

<u>TLM</u>	<u>Target WCH</u>
16.0	3.375
16.1	3.350
16.2	3.333
16.3	3.310
16.4	3.290
16.5	3.270
16.6	3.250
16.7	3.230

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be **3.4**. It is necessary to round up to 3.4 because under a compressed calendar 3.3 WCH cannot be scheduled using 5 minute increments. This can be achieved through the following time pattern (1.7 contact hours per day X 2 days per week):

**8:00 a.m. to 9:25 a.m. MW**

(includes no breaks; excludes passing time at the end of the class)

In scheduling one class meeting per week, the closest possible WCH would be **3.4**. This can be achieved through the following time pattern (3.4 contact hours per day X 1 day per week):

**8:00 a.m. to 11:10 a.m. F**

(includes two 10-minute breaks; excludes passing time at the end of the class)

In compressed calendars, it is not possible to schedule a 3-hour class for three equal meeting times per week. (A time pattern of 8:00 a.m. to 8:50 a.m. MWF results in only 3.0 WCH, falling below the target. A time pattern of 8:00 a.m. to 9:05 a.m. MWF results in 3.9 WCH, inappropriately exceeding the target for apportionment purposes.) However, if it is instructionally desirable to schedule three class meetings per week, this can be achieved through the following time pattern (1.0 contact hour per day on 2 days per week plus 1.4 contact hours on the third day, totaling **3.4** WCH):

**8:00 a.m. to 8:50 a.m. MW**

**8:00 a.m. to 9:10 a.m. F**

(includes no breaks; excludes passing time at the end of the Friday class meeting)

## COMPRESSED CALENDAR SCHEDULING PATTERNS FOR WEEKLY CENSUS PROCEDURE COURSES

These examples should not be construed as being the only scheduling patterns available to a college that compresses its academic calendar. They are provided only to illustrate the interaction of a compressed calendar with various contact hour computations and as examples of how a district may wish to schedule its semester length courses. The goal of these examples is to generate contact hours that are as close to what the actual target contact hour calculation would be without going under it. Term Length Multipliers (TLM) are inclusive of all days of instruction, final exam days, and approved flex days (the TLM for a college is determined as part of compressed calendar application process). Scheduling patterns apply to both lecture and laboratory courses or any combination thereof.

### 3-Hour Per Week Class (TLM = 16.8-17.0)

Although the minimum total semester hours of instruction specified in Title 5, Section 55002.5 is 48 hours (3 hours per week X 16 weeks), a common model used to maximize instruction is 54 hours (3 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 54 hours by this term length multiplier yields the following "target" weekly contact hours:

<u>TLM</u>	<u>Target WCH</u>
16.8	3.210
16.9	3.195
17.0	3.176

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be **3.2**. This can be achieved through the following time pattern (1.6 contact hours per day X 2 days per week):

**8:00 a.m. to 9:20 a.m. MW**

(includes no breaks; excludes passing time at the end of the class)

In scheduling one class meeting per week, the closest possible WCH would be **3.3**. This can be achieved through the following time pattern (3.3 contact hours per day X 1 day per week):

**8:00 a.m. to 11:05 a.m. F**

(includes two 10-minute breaks; excludes passing time at the end of the class)

In compressed calendars, it is not possible to schedule a 3-hour class for three equal meeting times per week. (A time pattern of 8:00 a.m. to 8:50 a.m. MWF results in only 3.0 WCH, falling below the target. A time pattern of 8:00 a.m. to 9:05 a.m. MWF results in 3.9 WCH, inappropriately exceeding the target for apportionment purposes.) However, if it is instructionally desirable to schedule three class meetings per week, this can be achieved through the following time pattern (1.0 contact hour per day on 2 days per week plus 1.3 contact hours on the third day, totaling **3.3** WCH):

**8:00 a.m. to 8:50 a.m. MW**

**8:00 a.m. to 9:05 a.m. F**

(includes no breaks; excludes passing time at the end of the Friday class meeting)

## COMPRESSED CALENDAR SCHEDULING PATTERNS FOR WEEKLY CENSUS PROCEDURE COURSES

These examples should not be construed as being the only scheduling patterns available to a college that compresses its academic calendar. They are provided only to illustrate the interaction of a compressed calendar with various contact hour computations and as examples of how a district may wish to schedule its semester length courses. The goal of these examples is to generate contact hours that are as close to what the actual target contact hour calculation would be without going under it. Term Length Multipliers (TLM) are inclusive of all days of instruction, final exam days, and approved flex days (the TLM for a college is determined as part of compressed calendar application process). Scheduling patterns apply to both lecture and laboratory courses or any combination thereof.

### 1-Hour Per Week Class

Although the minimum total semester hours of instruction specified in Title 5, Section 55002.5 is 16 hours (1 hour per week X 16 weeks), a common model used to maximize instruction is 18 hours (1 hour per week X 18 weeks). In conversion to a compressed calendar, dividing 18 hours by these term length multipliers yields the following "target" weekly contact hours:

<u>TLM</u>	<u>Target WCH</u>
16.0	1.125
16.1	1.098
16.2	1.111
16.3	1.104
16.4	1.098
16.5	1.091
16.6	1.084
16.7	1.078
16.8	1.071
16.9	1.065
17.0	1.059

Since the impact of compression on 1-hour classes is insignificant, it does not justify departure from traditional scheduling. Therefore, 1-hour classes should continue to be scheduled for 50 minutes per week, resulting in 1.0 WCH:

**8:00 a.m. to 8:50 a.m. M**

(includes no break; excludes passing time at the end of the class)

## COMPRESSED CALENDAR SCHEDULING PATTERNS FOR WEEKLY CENSUS PROCEDURE COURSES

These examples should not be construed as being the only scheduling patterns available to a college that compresses its academic calendar. They are provided only to illustrate the interaction of a compressed calendar with various contact hour computations and as examples of how a district may wish to schedule its semester length courses. The goal of these examples is to generate contact hours that are as close to what the actual target contact hour calculation would be without going under it. Term Length Multipliers (TLM) are inclusive of all days of instruction, final exam days, and approved flex days (the TLM for a college is determined as part of compressed calendar application process). Scheduling patterns apply to both lecture and laboratory courses or any combination thereof.

### 2-Hour Per Week Class

Although the minimum total semester hours of instruction specified in Title 5, Section 55002.5 is 32 hours (2 hours per week X 16 weeks), a common model used to maximize instruction is 36 hours (2 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 36 hours by these term length multipliers yields the following "target" weekly contact hours:

<u>TLM</u>	<u>Target WCH</u>
16.0	2.250
16.1	2.236
16.2	2.222
16.3	2.209
16.4	2.195
16.5	2.182
16.6	2.169
16.7	2.156
16.8	2.143
16.9	2.130
17.0	2.118

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be **2.3**. This can be achieved through the following time pattern (2.3 contact hours per day X 1 day per week):

**8:00 a.m. to 10:05 a.m. M**

(includes one 10-minute break; excludes passing time at the end of the class)

In compressed calendars, it is not possible to schedule a 2-hour class for two equal meeting times per week. (A time pattern of 8:00 a.m. to 8:50 a.m. MW results in only 2.0 WCH, falling below the target. A time pattern of 8:00 a.m. to 9:05 a.m. MW results in 2.6 WCH, inappropriately exceeding the target for apportionment purposes.) However, if it is instructionally desirable to schedule two class meetings per week, this can be achieved through the following time pattern (1.0 contact hour on the first day plus 1.3 contact hours on the second day, totaling **2.3** WCH):

**8:00 a.m. to 8:50 a.m. M**

**8:00 a.m. to 9:05 a.m. W**

(includes no breaks; excludes passing time at the end of the Wednesday class meeting)

## COMPRESSED CALENDAR SCHEDULING PATTERNS FOR WEEKLY CENSUS PROCEDURE COURSES

These examples should not be construed as being the only scheduling patterns available to a college that compresses its academic calendar. They are provided only to illustrate the interaction of a compressed calendar with various contact hour computations and as examples of how a district may wish to schedule its semester length courses. The goal of these examples is to generate contact hours that are as close to what the actual target contact hour calculation would be without going under it. Term Length Multipliers (TLM) are inclusive of all days of instruction, final exam days, and approved flex days (the TLM for a college is determined as part of compressed calendar application process). Scheduling patterns apply to both lecture and laboratory courses or any combination thereof.

### 4-Hour Per Week Class (TLM = 16.0-16.7)

Although the minimum total semester hours of instruction specified in Title 5, Section 55002.5 is 64 hours (4 hours per week X 16 weeks), a common model used to maximize instruction is 72 hours (4 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 72 hours by these term length multipliers yields the following "target" weekly contact hours:

<u>TLM</u>	<u>Target WCH</u>
16.0	4.500
16.1	4.472
16.2	4.444
16.3	4.418
16.4	4.390
16.5	4.364
16.6	4.337
16.7	4.311

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be **4.5**. This can be achieved through the following time pattern (4.5 contact hours per day X 1 day per week):

#### **8:00 a.m. to 12:15 p.m. M**

(includes three 10-minute breaks; excludes passing time at the end of the class)

Since most would agree that one four-hour meeting time per week is not instructionally appropriate for most courses, the following time pattern (2.3 contact hours per day X 2 days per week, yielding **4.6** WCH) provides a viable alternative:

#### **8:00 a.m. to 10:05 a.m. MW**

(includes one 10-minute break; excludes passing time at the end of the class)

## COMPRESSED CALENDAR SCHEDULING PATTERNS FOR WEEKLY CENSUS PROCEDURE COURSES

These examples should not be construed as being the only scheduling patterns available to a college that compresses its academic calendar. They are provided only to illustrate the interaction of a compressed calendar with various contact hour computations and as examples of how a district may wish to schedule its semester length courses. The goal of these examples is to generate contact hours that are as close to what the actual target contact hour calculation would be without going under it. Term Length Multipliers (TLM) are inclusive of all days of instruction, final exam days, and approved flex days (the TLM for a college is determined as part of compressed calendar application process). Scheduling patterns apply to both lecture and laboratory courses or any combination thereof.

### 4-Hour Per Week Class (TLM = 16.8-17.0)

Although the minimum total semester hours of instruction specified in Title 5, Section 55002.5 is 64 hours (4 hours per week X 16 weeks), a common model used to maximize instruction is 72 hours (4 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 72 hours by this term length multiplier yields the following "target" weekly contact hours:

<u>TLM</u>	<u>Target WCH</u>
16.8	4.286
16.9	4.260
17.0	4.235

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be **4.3**. This can be achieved through the following time pattern (4.3 contact hours per day X 1 day per week):

**8:00 a.m. to 12:05 p.m. M**

(includes three 10-minute breaks; excludes passing time at the end of the class)

Since most would agree that one four-hour meeting time per week is not instructionally appropriate for most courses, the following time pattern (2.3 contact hours per day X 2 days per week, yielding **4.6** WCH) provides a viable alternative:

**8:00 a.m. to 10:05 a.m. MW**

(includes one 10-minute break; excludes passing time at the end of the class)

## COMPRESSED CALENDAR SCHEDULING PATTERNS FOR WEEKLY CENSUS PROCEDURE COURSES

These examples should not be construed as being the only scheduling patterns available to a college that compresses its academic calendar. They are provided only to illustrate the interaction of a compressed calendar with various contact hour computations and as examples of how a district may wish to schedule its semester length courses. The goal of these examples is to generate contact hours that are as close to what the actual target contact hour calculation would be without going under it. Term Length Multipliers (TLM) are inclusive of all days of instruction, final exam days, and approved flex days (the TLM for a college is determined as part of compressed calendar application process). Scheduling patterns apply to both lecture and laboratory courses or any combination thereof.

### 5-Hour Per Week Class (TLM = 16.0-16.7)

Although the minimum total semester hours of instruction specified in Title 5, Section 55002.5 is 80 hours (5 hours per week X 16 weeks), a common model used to maximize instruction is 90 hours (5 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 90 hours by these term length multipliers yields the following "target" weekly contact hours:

<u>TLM</u>	<u>Target WCH</u>
16.0	5.625
16.1	5.652
16.2	5.555
16.3	5.521
16.4	5.488
16.5	5.455
16.6	5.422
16.7	5.389

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be **5.7**. (Although 5.7 WCH can be achieved through one weekly class meeting, most would agree that this configuration is instructionally inappropriate for most courses.) This can be achieved through the following time pattern (1.9 contact hours per day X 3 days per week):

**8:00 a.m. to 9:35 a.m. MWF**

(includes no breaks; excludes passing time at the end of the class)

In scheduling two class meetings per week, the closest possible WCH would be **5.6**. This can be achieved through the following time pattern (2.8 contact hours per day X 2 days per week):

**8:00 a.m. to 10:30 a.m. MW**

(includes one 10-minute break; excludes passing time at the end of the class)

## COMPRESSED CALENDAR SCHEDULING PATTERNS FOR WEEKLY CENSUS PROCEDURE COURSES

These examples should not be construed as being the only scheduling patterns available to a college that compresses its academic calendar. They are provided only to illustrate the interaction of a compressed calendar with various contact hour computations and as examples of how a district may wish to schedule its semester length courses. The goal of these examples is to generate contact hours that are as close to what the actual target contact hour calculation would be without going under it. Term Length Multipliers (TLM) are inclusive of all days of instruction, final exam days, and approved flex days (the TLM for a college is determined as part of compressed calendar application process). Scheduling patterns apply to both lecture and laboratory courses or any combination thereof.

### 5-Hour Per Week Class (TLM = 16.8-17.0)

Although the minimum total semester hours of instruction specified in Title 5, Section 55002.5 is 80 hours (5 hours per week X 16 weeks), a common model used to maximize instruction is 90 hours (5 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 90 hours by this term length multiplier yields the following "target" weekly contact hours:

<u>TLM</u>	<u>Target WCH</u>
16.8	5.357
16.9	5.325
17.0	5.294

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be **5.4**. (Although 5.3 WCH can be achieved through one weekly class meeting, most would agree that this configuration is instructionally inappropriate for most courses.) This can be achieved through the following time pattern (1.8 contact hours per day X 3 days per week):

**8:00 a.m. to 9:30 a.m. MWF**

(includes no breaks; excludes passing time at the end of the class)

In scheduling two class meetings per week, the closest possible WCH would also be **5.4**. This can be achieved through the following time pattern (2.7 contact hours per day X 2 days per week):

**8:00 a.m. to 10:25 a.m. MW**

(includes one 10-minute break; excludes passing time at the end of the class)

## COMPRESSED CALENDAR SCHEDULING PATTERNS FOR WEEKLY CENSUS PROCEDURE COURSES

These examples should not be construed as being the only scheduling patterns available to a college that compresses its academic calendar. They are provided only to illustrate the interaction of a compressed calendar with various contact hour computations and as examples of how a district may wish to schedule its semester length courses. The goal of these examples is to generate contact hours that are as close to what the actual target contact hour calculation would be without going under it. Term Length Multipliers (TLM) are inclusive of all days of instruction, final exam days, and approved flex days (the TLM for a college is determined as part of compressed calendar application process). Scheduling patterns apply to both lecture and laboratory courses or any combination thereof.

### 6-Hour Per Week Class (TLM = 16.0-16.3)

Although the minimum total semester hours of instruction specified in Title 5, Section 55002.5 is 96 hours (6 hours per week X 16 weeks), a common model used to maximize instruction is 108 hours (6 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 108 hours by these term length multipliers yields the following "target" weekly contact hours:

<u>TLM</u>	<u>Target WCH</u>
16.0	6.750
16.1	6.708
16.2	6.667
16.3	6.626

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be **6.8**. (Although 6.8 WCH can be achieved through one weekly class meeting, most would agree that this configuration is instructionally inappropriate for most courses.) This can be achieved through the following time pattern (1.7 contact hours per day X 4 days per week):

#### **8:00 a.m. to 9.25 a.m. MTWTh**

(includes no breaks; excludes passing time at the end of the class)

In scheduling two class meetings per week, the closest possible WCH would be **6.8**. This can be achieved through the following time pattern (3.4 contact hours per day X 2 days per week):

#### **8:00 a.m. to 11:10 a.m. MW**

(includes two 10-minute breaks; excludes passing time at the end of the class)

In scheduling three class meetings per week, the closest possible WCH would be **6.9**. This can be achieved through the following time pattern (2.3 contact hours per day X 3 days per week):

#### **8:00 a.m. to 10.05 a.m. MWF**

(includes one 10-minute break; excludes passing time at the end of the class)

## COMPRESSED CALENDAR SCHEDULING PATTERNS FOR WEEKLY CENSUS PROCEDURE COURSES

These examples should not be construed as being the only scheduling patterns available to a college that compresses its academic calendar. They are provided only to illustrate the interaction of a compressed calendar with various contact hour computations and as examples of how a district may wish to schedule its semester length courses. The goal of these examples is to generate contact hours that are as close to what the actual target contact hour calculation would be without going under it. Term Length Multipliers (TLM) are inclusive of all days of instruction, final exam days, and approved flex days (the TLM for a college is determined as part of compressed calendar application process). Scheduling patterns apply to both lecture and laboratory courses or any combination thereof.

### 6-Hour Per Week Class (TLM = 16.4-16.8)

Although the minimum total semester hours of instruction specified in Title 5, Section 55002.5 is 96 hours (6 hours per week X 16 weeks), a common model used to maximize instruction is 108 hours (6 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 108 hours by these term length multipliers yields the following “target” weekly contact hours:

<u>TLM</u>	<u>Target WCH</u>
16.4	6.585
16.5	6.545
16.6	6.506
16.7	6.467
16.8	6.429

For all of these examples, the closest appropriate and practical WCH for scheduling purposes would be **6.6**. (Although 6.6 WCH can be achieved through one weekly class meeting, most would agree that this configuration is instructionally inappropriate for most courses.) This can be achieved through the following time pattern (3.3 contact hours per day X 2 days per week):

#### **8:00 a.m. to 11:05 a.m. MW**

(includes two 10-minute breaks; excludes passing time at the end of the class)

In scheduling four class meetings per week, the closest appropriate and practical WCH for scheduling purposes would be **6.8**. This can be achieved through the following time pattern (1.7 contact hours per day X 4 days per week):

#### **8:00 a.m. to 9:25 a.m. MTWTh**

(includes no breaks; excludes passing time at the end of the class)

With these term length multipliers, it is not possible to schedule a 6-hour class for three equal meeting times per week. (A time pattern of 8:00 a.m. to 10:00 a.m. MWF results in only 6.0 WCH, falling below the target. A time pattern of 8:00 a.m. to 10:05 a.m. MWF results in 6.9 WCH, inappropriately exceeding the target for apportionment purposes.) However, if it is instructionally desirable to schedule three class meetings per week, this can be achieved through the following time pattern (2.3 contact hours two days per week plus 2.0 contact hours on the third day, totaling **6.6** WCH):

#### **8:00 a.m. to 10:05 a.m. MW**

#### **8:00 a.m. to 9:50 a.m. F**

(includes three 10-minute breaks—one for each class meeting; excludes passing time at the end of the Monday and Wednesday class meetings)

## COMPRESSED CALENDAR SCHEDULING PATTERNS FOR WEEKLY CENSUS PROCEDURE COURSES

These examples should not be construed as being the only scheduling patterns available to a college that compresses its academic calendar. They are provided only to illustrate the interaction of a compressed calendar with various contact hour computations and as examples of how a district may wish to schedule its semester length courses. The goal of these examples is to generate contact hours that are as close to what the actual target contact hour calculation would be without going under it. Term Length Multipliers (TLM) are inclusive of all days of instruction, final exam days, and approved flex days (the TLM for a college is determined as part of compressed calendar application process). Scheduling patterns apply to both lecture and laboratory courses or any combination thereof.

### 6-Hour Per Week Class (TLM = 16.9-17.0)

Although the minimum total semester hours of instruction specified in Title 5, Section 55002.5 is 96 hours (6 hours per week X 16 weeks), a common model used to maximize instruction is 108 hours (6 hours per week X 18 weeks). In conversion to a compressed calendar, dividing 108 hours by these term length multipliers yields the following “target” weekly contact hours:

<u>TLM</u>	<u>Target WCH</u>
16.9	6.391
17.0	6.353

For both of these examples, the closest appropriate and practical WCH for scheduling purposes would be **6.4**. (Although 6.4 WCH can be achieved through one weekly class meeting, most would agree that this configuration is instructionally inappropriate for most courses.) This can be achieved through the following time pattern (1.6 contact hours per day X 4 days per week):

#### **8:00 a.m. to 9:20 a.m. MTWTh**

(includes no breaks; excludes passing time at the end of the class)

In scheduling two class meetings per week, the closest possible WCH would be **6.6**. This can be achieved through the following time pattern (3.3 contact hours per day X 2 days per week):

#### **8:00 a.m. to 11:05 a.m. MW**

(includes two 10-minute breaks; excludes passing time at the end of the class)

With these term length multipliers, it is not possible to schedule a 6-hour class for three equal meeting times per week. (A time pattern of 8:00 a.m. to 10:00 a.m. MWF results in only 6.0 WCH, falling below the target. A time pattern of 8:00 a.m. to 10:05 a.m. MWF results in 6.9 WCH, inappropriately exceeding the target for apportionment purposes.) However, if it is instructionally desirable to schedule three class meetings per week, this can be achieved through the following time pattern (2.0 contact hours two days per week plus 2.4 contact hours on the third day, totaling **6.4** WCH):

#### **8:00 a.m. to 9:50 a.m. MW**

#### **8:00 a.m. to 10:10 a.m. F**

(includes three 10-minute breaks—one for each class meeting; excludes passing time at the end of the Friday class meeting)

# TRADITIONAL SEMESTER SCHEDULING PATTERNS FOR WEEKLY CENSUS PROCEDURE COURSES

Note: The traditional community college academic year is 35 weeks long, resulting in two primary terms averaging 17.5 weeks. As provided by Title 5 Section, 58003.1(b), the maximum Term Length Multiplier is 17.5. Breaks are only included where indicated. Other scheduling patterns may apply.

<b>1-Hour Per Week Class (WCH Target 1.0):</b>				
	Days	Start	End	WCH
M		8:00	8:50	1.0

<b>2-Hour Per Week Class (WCH Target 2.0):</b>				
	Days	Start	End	WCH
M W		8:00	8:50	2.0
M		8:00	9:50	2.0

<b>3-Hour Per Week Class (WCH Target 3.0):</b>				
	Days	Start	End	WCH
M W F		8:00	8:50	3.0
T T		8:00	9:15	3.0
F (includes two-10 min. breaks)		8:00	10:50	3.0

<b>4-Hour Per Week Class (WCH Target 4.0):</b>				
	Days	Start	End	WCH
M T W Th		8:00	8:50	4.0
M W (Includes one-10 min. break)		8:00	9:50	4.0
F* (includes three-10 min. breaks)		8:00	11:50	4.0

\* Note: Most would agree that one four-hour meeting time per week is not instructionally appropriate for most courses.

<b>5-Hour Per Week Class (WCH Target 5.0):</b>				
	Days	Start	End	WCH
M T W Th F		8:00	8:50	5.0
M W F		8:00	9:25	5.1
M W (includes 1 10 min. break)		8:00	10:15	5.0
F** (Includes four-10 min. breaks)		8:00	12:50	5.0

\*\* Note: Most would agree that one five-hour meeting time per week is not instructionally appropriate for most courses.

<b>6-Hour Per Week Class (WCH Target 6.0):</b>				
	Days	Start	End	WCH
M T W Th		8:00	9:25	6.0
M W F (includes one-10 min. break)		8:00	9:50	6.0
M W (includes two-10 minute breaks)		8:00	10:50	6.0
F*** (inc. five-10 min. breaks/one hour lunch break)		8:00	2:50	6.0

\*\*\* Note: Most would agree that one six-hour meeting time per week is not instructionally appropriate for most courses.