LOS ANGELES COMMUNITY COLLEGES OFFICE OF THE CHANCELLOR ADMINISTRATIVE REGULATIONS	INDEX NUMBER: E-97
REFERENCE: Title 5, section 57001 (e), 58003.1 (e), 58051 (g), 58023; California Community Colleges' *Student Attendance Accounting Manual*	**TOPIC:** Scheduling of Instruction, Breaks, and Passing
ISSUE DATE: June 17, 2003	**INITIATED BY:** Instructional & Student Support Services
CHANGES	**DATES OF CHANGES**

1. BACKGROUND

Title 5, *California Code of Regulations* (Chapter 9 – "Fiscal Support", Subchapter 1 – "Attendance") and the California Community Colleges' *Student Attendance Accounting Manual*, establish the policies upon which community college districts can claim apportionment for student attendance.

In keeping with the provisions of these regulations, the District employs various methods for attendance accounting. Weekly Student Contact Hour (WSCH) and Daily Student Contact Hours (DSCH) are calculated using the appropriate census day contact hours. Attendance for Positive Attendance classes is determined through the tabulation of actual student contact hours. Reporting for Independent Study, Work Experience, In-service Training, and Distance Education are based on units, not hours, and are thus not subject to the requirements below.

Attendance Accounting calculations are based upon a 50-minute class (student contact) hour. For multiple-hour classes each full 60-minute clock hour is comprised of a 50-minute class hour and a 10-minute break, except for the final clock hour or partial clock hour, which is followed by a passing period. For multiple-hour classes, which end in a partial clock hour, apportionment may be claimed for the total elapsed time, provided that there is continuous instruction during that time. However, there are certain break requirements for classes that cause scheduling patterns that are less effective uses of elapsed time in generating FTES and should be avoided if possible.

The following apply to the scheduling and teaching of WSCH and Positive Attendance classes at colleges with a primary term of less than 18 weeks, summer sessions, winter intersessions, other short-term classes as well as for all DSCH classes offered by the colleges within the Los Angeles Community College District.

2. BASIC PRINCIPLES

a. **Follow Guidelines in Title 5 and Student Attendance Accounting Manual**

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") 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. 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.—However, the total of the weekly hours scheduled (exclusive of scheduled holiday and vacation hours) for a class can not be less than the number of *standard class hours* listed in the District's course database multiplied by 16 (see Title 5, section 55002.5).

c. **Utilize Class-Scheduling Patterns That Achieve Optimum Apportionment**

To the extent possible, no class shall be scheduled in a pattern where the number of attendance-accounting hours does not match the number of classroom instructional hours (See the accompanying table, *Effect of Accounting Rules on Student Contact Hours*.)

d. **Publish Explicit Start and Stop Times**

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

e. **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.

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 consecutive 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.

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 is a *class 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 51st 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.   SCHEDULING

a.   WSCH and DSCH classes scheduled for whole *clock/class hours*

Classes scheduled with only one fifty-minute *class (student contact) hour* per class meeting will have no break and an external *passing period.*

b.   *Multiple-Hour* WSCH and DSCH classes will be scheduled as follows:

1.   There will be one 50-minute *class (student contact) hour* within each scheduled whole *clock hour*, except for the final whole *clock hour*, and there will be one 10-minute *break period* within every scheduled clock hour, except that fractional part of a class hour beyond the last full clock hour and the *class hour* preceding it.

2.   *Break periods* may not be accumulated and taken as a block at the end of the class session and will be exclusive of passing time.

3.   If the fractional part of a class extends beyond the last full clock hour by less than 40 minutes, there will be continuous instruction/examination, and there will be no break.

The following scheduling patterns, which extend beyond the last full clock hour by 40 minutes or more, are nonproductive and should be avoided if possible. See: Appendix B—"Guide to Scheduling on a Compressed Calendar: Principles, Concepts and Connections"—for detailed information on scheduling procedures.

4.   If the fractional part of a class extends beyond the last full clock hour by 40 minutes or more, but less than 45 minutes, there will be a 5-minute break during the concluding 100 minutes.

5.   If the fractional part of a class extends beyond the last full clock hour by more than 45 minutes, but less than 55 minutes, there will be a 10-minute *break* during the concluding 105 minutes.

6.   If the fractional part of a class extends beyond the last full clock hour by 55 minutes or more, but less than 60, there will be a 15-minute *break* during the concluding 115 minutes.

7.   If the fractional part of a class extends beyond the last full clock hour by more than 55 minutes, there will be two 10-minute *breaks* during the concluding 120 minutes.

c.   Positive Attendance Classes

Positive Attendance classes shall be scheduled with sufficient weekly hours to equal a total of 16 to 18 *class (student contact) hours* for each *class hour* listed in the District's course database.

d.   Independent Study, Work Experience, In-service Training, and Distance Education Classes

Independent Study, Work Experience, and Distance Education Classes are not subject to these requirements.

APPENDICES

APPENDIX A
Effect of Accounting Rules on Student Contact Hours

Attendance-Accounting Student Contact Hours per Class Meeting
Strikeouts indicate nonproductive and therefore inappropriate patterns

Sample Start-Stop Times (*including breaks*)	Meeting Length (*including breaks*)	Attendance-Accounting Student Contact Hours	Required Minutes of Break
8-8:50 a.m.	50 minutes	1.0	0
8-8:55 a.m.	55 minutes	*1.0*	5 minutes
8-9:00 a.m.	60 minutes	*1.0*	10 minutes
8-9:05 a.m.	65 minutes	1.3	0
8-9:10 a.m.	70 minutes	1.4	0
8-9:15 a.m.	75 minutes	1.5	0
8-9:20 a.m.	80 minutes	1.6	0
8-9:25 a.m.	85 minutes	1.7	0
8-9:30 a.m.	90 minutes	1.8	0
8-9:35 a.m.	95 minutes	1.9	0
8-9:40 a.m.	100 minutes	*1.9*	5 minutes
8-9:45 a.m.	105 minutes	*1.9*	10 minutes
8-9:50 a.m.	110 minutes	2.0	10 minutes
8-9:55 a.m.	115 minutes	*2.0*	15 minutes
8-10:00 a.m.	120 minutes	*2.0*	20 minutes
8-10:05 a.m.	125 minutes	2.3	10 minutes
8-10:10 a.m.	130 minutes	2.4	10 minutes
8-10:15 a.m.	135 minutes	2.5	10 minutes
•	•	•	•
•	•	•	•
8-10:35 a.m.	155 minutes	2.9	10 minutes
8-10:40 a.m.	160 minutes	*2.9*	15 minutes
8-10:45 a.m.	165 minutes	*2.9*	20 minutes
8-10:50 a.m.	170 minutes	3.0	20 minutes
8-10:55 a.m.	175 minutes	*3.0*	25 minutes
8-11:00 a.m.	180 minutes	*3.0*	30 minutes
8-11:05 a.m.	185 minutes	3.3	20 minutes
8-11:10 a.m.	190 minutes	3.4	20 minutes
•	•	•	•
•	•	•	•

Guide to Scheduling on a Compressed Calendar:
Principles, Concepts, and Connections

Class scheduling on compressed calendars requires knowledge of State policies that determine District claims for apportionment and an understanding of certain principles and concepts that determine how the conversion from an 18-week calendar is done.

State Regulations

1. A class hour (student contact hour) is 50 consecutive minutes on any calendar and class start times may be at times other than on the hour or the half-hour.

Example 1: Some Permissible Start-Stop Times

   A 3-hour per week class; Scheduled three days per week on an 18-week calendar
   8:00 to 8:50 or 8:10 to 9:00 or 8:15 to 9:05 or 7:55 to 8:45

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2. There can be only one student contact hour in each clock hour regardless of the calendar type.
For apportionment purposes the state assumes that within each 60 minute clock hour 10 minutes will be given over to some kind of break. This does not mean that the State is dictating how a given class is taught. Instead this is how the State accounts for the class in determining apportionment. The regulations do say that these breaks may not be accumulated and taken all at once.

Example 2:
   A 6-hour per week class; Scheduled two days a week on an 18-week calendar
   Three student contact hours (SCH) are needed on each of the two days.
Computation:
         9:00 to 9:50 = 50 minutes = 1 class hour = 1.0 SCH/day
             Break (10 minutes)
         10:00 to 10:50 = 50 minutes = 1 class hour = 1.0 SCH/day
             Break (10 minutes)
         11:00 to 11:50 = 50 minutes = 1 class hour = 1.0 SCH/day
                                     Total   = 3.0 SCH/day

         3.0 SCH/day x 2 days/week   =   6.0 WSCH

Class Meeting Times:
   TTh 9:00–11:50 a.m. (170 minutes of elapsed clock time)
   (Includes two 10-minute breaks; excludes passing time at the end of each class meeting)

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3. The one exception to regulation 2 is the last hour of a multiple-hour class
The basis for this exception comes from the Title 5-§58023 definition of a multiple-hour class.

Example 3:
   A 5-hour per week class; Scheduled two days a week on an 18-week calendar
   Two and a half student-contact hours (SCH) are needed each day.
Computation:
      8:00 to 8:50 = 50 minutes = 1 class hour   = 1.0 SCH/day
          Break (10 minutes)
      9:00 to 9:50 = 50 minutes = 1 class hour   = 1.0 SCH/day
          No Break
      9:50 to 10:15 = 25 minutes = 0.5 class hour = 0.5 SCH/day
                                  Total   = 2.5 SCH/day

Class Meeting Times:
   TTh 8:00–10:15 a.m. (135 minutes of elapsed clock time)
   (Includes one 10-minute break; excludes passing time at the end of each class meeting)

Principles And Concepts Of Compressed Calendars

1. **No lost time with students**
   a. On a compressed calendar the target number of hours of instruction (including final exams) of a given class should be the same as if that class were taught on the original base (18-week) calendar.

   > *Example 4:*
   > **A 3-hour per week class**
   > **Scheduled in an 18-week semester**
   > 3 hours/week x   18 weeks = 54 hours of instruction

   Note that a term of instruction that minimally adheres to the Title 5 §55002.5 definition of a credit hour, would be three hours per week for 16 weeks equaling 48 hours of instruction. However, the goal is not to reach the bare minimum number of legally required credit hours, but instead, to match the number of hours previously taught on the base calendar. In this way, students, faculty, and the public are reassured that classroom instructional time is not lost in a conversion to a shorter term length and historic apportionment levels are not changed.

   b. This should be true of short-term courses as well as semester-length classes. Summer session, winter intersession, and short-term classes within the primary terms should match the number of instructional hours taught on the base calendar.

2. **No loss of apportionment**
   a. **The "15-Week Calendar" is actually 16 weeks long**
      There are 15 weeks of classroom instruction and one week of final examinations on the LACCD's so-called *15-Week (Red) Calendar*, and therefore 16 weeks qualify as "weeks of instruction" by state regulations. For attendance accounting purposes a term-length multiplier of 16 must be used to calculate the needed class hours per week needed on the compressed calendar.

   b. **Class hours per week must be increased when the number of weeks is decreased**
      Care must be taken to increase the number of class hours appropriately on a compressed calendar so that both the **classroom hours** AND the **attendance-accounting hours** match those on the base calendar.

   > *Example 5:*
   > **A 3-hour per week class on an 18-week calendar now scheduled for a compressed calendar**
   > *Computation:*
   > Total class hours in the base (18-week) calendar = 54 attendance accounting hours
   >
   > Weekly contact hours needed in the compressed ("15 week") calendar
   > $\frac{54 \text{ total contact hours}}{16 \text{ weeks}}$ = 3.38 student contact hours per week (WSCH)
   > Closest possible hours per week = 3.4 SCH per week (WSCH)

   > *Example 6:*
   > **Same 3-hour per week class as Examples 4 & 5; scheduled two days a week in a "15-week calendar"**
   > *Computation:*
   > Student contact hours per class meeting
   > $\frac{3.4 \text{ hours/week}}{2 \text{ days/week}}$ = 1.7 hours per day
   >
   > 8:00 to 8:50 = 50 minutes = 1 class hour   = 1.0 SCH/day
   >   *No Break*
   > 8:50 to 9:25 = 35 minutes ÷ 50 minutes per hour = 0.7 SCH/day
   >   1.7 SCH/day
   >
   >   1.7 SCH per day x 2 days per week = 3.4 student contact hours per week
   >
   > *Class Meeting Times:*
   > **MW 8:00 to 9:25 a.m.** (85 minutes of elapsed clock time)
   > (Includes no breaks; excludes passing time at the end of the class)

3. Some scheduling patterns cannot match both instructional hours and attendance-accounting hours

    a.   Certain scheduling patterns increase classroom hours (face time), but do not capture the correspondingly appropriate number of attendance-accounting hours due to quirks in student attendance accounting rules. This is a crucial failing. If these patterns were used, the result would be a loss of apportionment compared to the base (18-week) calendar.

Example 7: An inappropriate scheduling pattern
        Same 3-hours per week class as Examples 4, 5 & 6; scheduled three days a week in a "15-week calendar"
            In Example 4 the class met for 3 hours per week for 18 weeks (54 hours total) in the base calendar. Recall that in the "15-week calendar" that same class must meet 3.4 hours per week. What would the meeting times look like if we scheduled the class 3 days a week instead of 2 days a week as we did in Example 6?
    Computation:
        Student contact hours per class meeting

$$\frac{3.4 \text{ hours/week}}{3 \text{ days/week}} = 1.13 \text{ hours/day} = 56 \text{ min/day}$$

        Closest possible hours per day = 1.1 or 1.2

            1.1 hours/day = 55 minutes/meeting   8:00–8:55 a.m.
            1.2 hours/day = 60 minutes/meeting   8:00–9:00 a.m.

        However, attendance accounting rules require breaks in each clock hour, so 50, 55, and 60 minutes each count as only 1.0 student contact hour (SCH)
            8:00 to 8:50 a.m. = 1 class hour   = 1.0 SCH/day
            8:00 to 8:55 a.m. = 1 class hour +   5 minute break = 1.0 SCH/day
            8:00 to 9:00 a.m. = 1 class hour + 10 minute break = 1.0 SCH/day

        Consequently, 1.0 SCH per day for 3 days per week yields only **3.0 SCH per week**
        NOT the **3.4 SCH per week** needed on the compressed calendar

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    b.   **Loss of apportionment**
        As you see in Example 7, increasing class instructional time to 55 or 60 minutes per day generates the needed additional class hours with students (face time), but the state will not pay you for this increase.

    c.   **Recurring inappropriate pattern**
        Any class-scheduling pattern that has the same number of meeting days per week as the number of hours per week will run afoul of this *one-hour problem* on a "15-week calendar". Such patterns should be avoided.

18-week Base calendar Hours per week	Inappropriate Pattern On compressed calendar Days per week
1	1
2	2
3	3
4	4
5	5
6	6

    d.   **Cures for the one-hour problem**
            a.   Block scheduling
    Historically, many three-hour classes were taught on Monday, Wednesday, and Friday on the 18-week calendar. On the "15-week" compressed calendar this pattern fails to achieve the appropriate apportionment level, as shown in Example 7. Scheduling the class two days a week rather than three solves the problem as shown in Example 6.

            b.   Fourteen week or shorter term lengths
    Scheduling the class as a short-term class can also solve the problem. For example, three-unit, three-hour classes taught three days of week for 14 weeks would need to meet for 3.9 hours per week or 1.3 hours per day. This 1.3 hour class session gives both the appropriate classroom time and the needed apportionment hours. Similarly, one-unit, one - hour classes scheduled for 14-weeks meet 1.3 hours per week and thereby match the two benchmarks. Scheduled for 16 weeks, including finals, such one-hour classes fail to achieve the apportionment target.

APPENDIX C—*Time Matrix: EQUIVALENTS to 18-week Semester Standard (scheduling goal)*

17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2
1.1	1.1	1.2	1.3	1.4	1.5	1.6	1.8	2.0	**2.3**	2.6	**3.0**	**3.6**	4.5	6.0	9.0
1.6	**1.7**	1.8	1.9	2.1	2.3	2.5	2.7	3.0	**3.4**	3.9	**4.5**	**5.4**	6.8	9.0	13.5
2.1	**2.3**	2.4	2.6	2.8	3.0	3.3	3.6	4.0	**4.5**	5.1	**6.0**	7.2	9.0	12.0	18.0
2.7	**2.8**	3.0	3.2	3.5	3.8	4.1	4.5	5.0	**5.6**	6.4	**7.5**	**9.0**	11.3	15.0	22.5
3.2	**3.4**	3.6	3.9	4.2	4.5	4.9	5.4	6.0	**6.8**	7.7	**9.0**	**10.8**	13.5	18.0	27.0
3.7	**3.9**	4.2	4.5	4.9	5.3	5.7	6.3	7.0	**7.9**	9.0	**10.5**	**12.6**	15.8	21.0	31.5
4.2	**4.5**	4.8	5.1	5.5	6.0	6.6	7.2	8.0	**9.0**	10.3	**12.0**	**14.4**	18.0	24.0	36.0
4.8	5.1	5.4	5.8	6.2	6.8	7.4	8.1	9.0	**10.1**	11.6	**13.5**	**16.2**	20.3	27.0	40.5
5.3	**5.6**	6.0	6.4	6.9	7.5	8.2	9.0	10.0	**11.3**	12.9	**15.0**	**18.0**	22.5	30.0	45.0
5.8	**6.2**	6.6	7.1	7.6	8.3	9.0	9.9	11.0	**12.4**	14.1	**16.5**	**19.8**	24.8	33.0	49.5
6.4	**6.8**	7.2	7.7	8.3	9.0	9.8	10.8	12.0	**13.5**	15.4	**18.0**	**21.6**	27.0	36.0	54.0
6.9	**7.3**	7.8	8.4	9.0	9.8	10.6	11.7	13.0	**14.6**	16.7	**19.5**	**23.4**	29.3	39.0	58.5
7.4	**7.9**	8.4	9.0	9.7	10.5	11.5	12.6	14.0	**15.8**	18.0	**21.0**	**25.2**	31.5	42.0	63.0
7.9	**8.4**	9.0	9.6	10.4	11.3	12.3	13.5	15.0	**16.9**	19.3	**22.5**	**27.0**	33.8	45.0	67.5
8.5	**9.0**	9.6	10.3	11.1	12.0	13.1	14.4	16.0	**18.0**	20.6	**24.0**	**28.8**	36.0	48.0	72.0
9.0	**9.6**	10.2	10.9	11.8	12.8	13.9	15.3	17.0	**19.1**	21.9	**25.5**	**30.6**	38.3	51.0	76.5
9.5	**10.1**	10.8	11.6	12.5	13.5	14.7	16.2	18.0	**20.3**	23.1	**27.0**	**32.4**	40.5	54.0	81.0
10.1	**10.7**	11.4	12.2	13.2	14.3	15.6	17.1	19.0	**21.4**	24.4	**28.5**	**34.2**	42.8	57.0	85.5
10.6	**11.3**	12.0	12.9	13.9	15.0	16.4	18.0	20.0	**22.5**	25.7	**30.0**	**36.0**	45.0	60.0	90.0
11.1	**11.8**	12.6	13.5	14.5	15.8	17.2	18.9	21.0	**23.6**	27.0	**31.5**	**37.8**	47.3	63.0	94.5
11.7	**12.4**	13.2	14.1	15.2	16.5	18.0	19.8	22.0	**24.8**	28.3	**33.0**	**39.6**	49.5	66.0	99.0
12.2	**12.9**	13.8	14.8	15.9	17.3	18.8	20.7	23.0	**25.9**	29.6	**34.5**	**41.4**	51.8	69.0	103.5
12.7	**13.5**	14.4	15.4	16.6	18.0	19.6	21.6	24.0	**27.0**	30.9	**36.0**	**43.2**	54.0	72.0	108.0
13.2	**14.1**	15.0	16.1	17.3	18.8	20.5	22.5	25.0	**28.1**	32.1	**37.5**	**45.0**	56.3	75.0	112.5
13.8	**14.6**	15.6	16.7	18.0	19.5	21.3	23.4	26.0	**29.3**	33.4	**39.0**	**46.8**	58.5	78.0	117.0
14.3	**15.2**	16.2	17.4	18.7	20.3	22.1	24.3	27.0	**30.4**	34.7	**40.5**	**48.6**	60.8	81.0	121.5
14.8	**15.8**	16.8	18.0	19.4	21.0	22.9	25.2	28.0	**31.5**	36.0	**42.0**	**50.4**	63.0	84.0	126.0
15.4	**16.3**	17.4	18.6	20.1	21.8	23.7	26.1	29.0	**32.6**	37.3	**43.5**	**52.2**	65.3	87.0	130.5
15.9	**16.9**	18.0	19.3	20.8	22.5	24.6	27.0	30.0	**33.8**	38.6	**45.0**	**54.0**	67.5	90.0	135.0
16.4	**17.4**	18.6	19.9	21.5	23.3	25.4	27.9	31.0	**34.9**	39.9	**46.5**	**55.8**	69.8	93.0	139.5
16.9	**18.0**	19.2	20.6	22.2	24.0	26.2	28.8	32.0	**36.0**	41.1	**48.0**	**57.6**	72.0	96.0	144.0
17.5	**18.6**	19.8	21.2	22.9	24.8	27.0	29.7	33.0	**37.1**	42.4	**49.5**	**59.4**	74.3	99.0	148.5
18.0	**19.1**	20.4	21.9	23.5	25.5	27.8	30.6	34.0	**38.3**	43.7	**51.0**	**61.2**	76.5	102.0	153.0
18.5	**19.7**	21.0	22.5	24.2	26.3	28.6	31.5	35.0	**39.4**	45.0	**52.5**	**63.0**	78.8	105.0	157.5
19.1	**20.3**	21.6	23.1	24.9	27.0	29.5	32.4	36.0	**40.5**	46.3	**54.0**	**64.8**	81.0	108.0	162.0

~~Strikethrough~~: Pattern does not give optimal apportionment.   <u>Underline</u>: If scheduled as a single block, does not give optimal apportionment.