

Academic Scheduling & Attendance Accounting Guide

Revision C – Draft for Review



This document provides districtwide guidance for academic scheduling, attendance accounting, FTES reporting, faculty workload, and scheduling practices. It is intended to support consistent implementation of applicable laws, regulations, Board Policies, Administrative Procedures, collective bargaining agreements, and District procedures.

7600 Dublin Boulevard • Dublin, California 94568

www.clpccd.org

CLPCCD Academic Scheduling & Attendance Accounting Guide

Revision C — DRAFT for review.

Audience: academic deans, schedulers, and Vice Presidents of Academic Services. Scope: AY 2026-27 compressed-calendar conversion, SAAM attendance accounting, faculty load factors, and class-size/large-lecture rules.

This guide summarizes and does not supersede the FA CBA, Title 5, board policy, or the adopted calendar. Where this guide and a source document differ, the source document controls.

Document Control

Field	Entry
Owner	VC Educational Services & Student Success, VC Human Resources, & VC Business Services
Effective	TBD
Revision history	TBD
Next review	TBD

Contents

Document Control	2
Open Items Before Adoption.....	Error! Bookmark not defined.
1. The District's 2026-27 Decisions at a Glance.....	5
2. One Course, Four Separate Calculations.....	5
3. State Numbers to Remember	6
4. How SAAM Calculates FTES	6
4.1 Core formula.....	6
4.2 Worked examples.....	6
4.3 Census dates in a compressed term	6
4.4 Zero-unit hours: the loss begins Fall 2026.....	6
4.5 Repair options for extra-hour courses.....	7
4.6 Related notes	7
5. Building the 16.4 Schedule	7
5.1 Target weekly contact hours	7
5.2 Draft block grid	8
5.3 Worked block example — simple lecture.....	8
5.4 Worked block example — lecture + lab (the case to get right).....	8
5.5 One-day blocks need an extra check.....	9
6. Calendar and CBA Rules That Still Control.....	9
6.1 Class hour	9
6.2 Final week	9
6.3 Thanksgiving	9
6.4 Consecutive hours.....	9
6.5 Rest and turnaround rules.....	9
6.6 Other 9A.1 constraints schedulers hit.....	9
6.7 Instructional-day counts	9
6.8 Holidays on meeting days	10
6.9 Count exact dates	10
7. Faculty Load and Class Size	10
7.1 Faculty-hour codes (instructional).....	10
7.2 Large lecture (CBA 10E.3).....	11
7.3 Class-size caps (CBA 10E.4).....	11
8. Scheduling Operations Under the CBA	11
8.1 Assignment notification	11
8.2 Cancellations.....	11
8.3 Build milestones [INSERT DATES].....	Error! Bookmark not defined.
9. Publication Preflight	11

10. Who Decides What	12
11. Glossary	13
12. Contacts [CONFIRM]	13
13. References	13

1. The District's 2026-27 Decisions at a Glance

1. **Fall 2026: the compressed calendar begins.** Primary terms are 16 weeks with a term-length multiplier (TLM) of 16.4 for scheduling purposes, per the district's compressed-calendar application. The TLM sets scheduling patterns only; it is no longer used to calculate FTES (SAAM FAQ Q30).
2. **Fall 2026: SAAM is required.** The Standardized Attendance Accounting Method replaces weekly census, daily census, and alternative attendance accounting for credit courses statewide beginning 2026-27 P1 (reporting periods are defined in the Glossary, §11). Open-entry/open-exit credit courses continue on positive attendance (SAAM FAQ Q2, Q25). Positive attendance remains an option for any credit course (title 5 §58003.2(c)(4)).
3. **CLPCCD computes FTES on COR units from day one.** The Chancellor's Office allows districts to compute FTES on hours rather than units through 2026-27 recalculation (FS 25-04). **CLPCCD has elected not to use this.** Beginning Summer 2026, FTES at CLPCCD is computed on the lecture, activity, and lab units stated on the Course Outline of Record (COR).
4. **Consequence: zero-unit hours stop generating FTES in Summer 2026.** Any course scheduled with hours that carry no units (e.g., a 3-unit lecture with 18 zero-unit lab hours) forgoes the FTES on those hours immediately. §4.4 quantifies the loss; §4.5 lists the repair options. Course outline repairs should be routed through the curriculum process now, targeting the earliest feasible effective term.
5. **2027-28: units become mandatory statewide** (FS 25-04). Because CLPCCD is already on units, no additional accounting change occurs. Faculty Hour B.6 lab-parity applications open in 2027-28, with implementation in 2028-29 (CBA 10D.1b(6)); see §7.1.

2. One Course, Four Separate Calculations

Every section involves four independent calculations. They share inputs but answer different questions, are governed by different authorities, and fail in different ways when collapsed into one another.

#	Calculation	Question it answers	Inputs	Governed by
1	Credit award	What does the student earn?	Approved COR	Title 5 §55002.5; board policy on units
2	Clock schedule	When does the class meet?	COR hours, 16.4 TLM, adopted calendar, CBA constraints	District scheduling standards; CBA Arts. 8-10
3	FTES (SAAM)	How is apportionment calculated?	COR units by category × state multipliers × census enrollment	Title 5 §§58001 et seq.; FS 24-08, FS 25-04
4	Faculty load	How is workload/pay calculated?	CBA faculty-hour category and factor	CBA Art. 10D-10E; May 1, 2026 MOU

Do not collapse the calculations. The most common errors:

- Using the SAAM multipliers (18/36/54) to build the clock schedule. They calculate FTES; the schedule comes from the COR hours and the 16.4 TLM (§5).

- Assuming FTES changes when the schedule changes. Under SAAM, FTES follows COR units, not meeting patterns (SAAM FAQ Q9, Q14).
- Assuming faculty load follows FTES. Load follows the CBA faculty-hour category; census enrollment affects load only for large lecture (CBA 10E.3).

3. State Numbers to Remember

Category	Standardized hours per unit
Lecture	18
Activity	36
Laboratory	54
FTES divisor	525

These multipliers exist only inside the FTES formula (semester-college values; title 5 §58001 et seq.). They do not set the clock schedule, and they do not set faculty load factors.

Scheduling floor, unchanged by SAAM: one unit of credit still requires a minimum of 48 semester hours of total student work, and a 3-unit lecture course still requires 48-54 scheduled contact hours (title 5 §55002.5; SAAM FAQ Q18). Schedule to the COR, not to the multipliers.

4. How SAAM Calculates FTES

4.1 Core formula

$$\text{FTES} = [(\text{lecture units} \times 18) + (\text{activity units} \times 36) + (\text{lab units} \times 54)] \times \text{active census enrollment} \div 525$$

4.2 Worked examples

- 3 lecture units, census 30: $3 \times 18 = 54$ standardized hours; $54 \times 30 \div 525 = \mathbf{3.09 \text{ FTES}}$.
- 2 lecture + 1 lab unit, census 30: $(2 \times 18) + (1 \times 54) = 90$ hours; $90 \times 30 \div 525 = \mathbf{5.14 \text{ FTES}}$.
- 3 lecture + 1 lab unit, census 30: $54 + 54 = 108$ hours; $108 \times 30 \div 525 = \mathbf{6.17 \text{ FTES}}$.

4.3 Census dates in a compressed term

Census date is the day closest to the end of the first 20% of a course's length, counting **all calendar days from course start to course end, including Saturdays, Sundays, and holidays** (title 5 §58001(d); SAAM FAQ Q10).

- Full-term 16-week courses: $16.0 \times 0.2 = 3.2$, so the **beginning of week 3** is the census date. Colleges may use one common census date for all courses sharing the same start and end week, consistent with local procedure. The district publishes each term's common census date with the adopted calendar.
- Short-term and irregularly scheduled courses: compute the 20% point course by course from exact start and end dates.
- Students actively enrolled on the census date may be claimed for apportionment. Census-date accuracy is an audit item: confirm the dates loaded in Banner before publication (§9, step 6).

4.4 Zero-unit hours: the loss begins Fall 2026

The district and the Faculty Association negotiated the **May 1, 2026 compliance MOU on CORs specifically to eliminate zero-unit classes** ahead of this change. District direction is that no course carries zero-unit hours into 2026-27; the repair pathways and the MOU's F-Hour incentive are in §4.5. The example below shows what remains at stake for any course not yet repaired.

Example: a course whose COR shows 3 lecture units (54 hours) plus 18 lab hours with 0 lab units.

Scenario	FTES at census 30
Prior methods (through Spring 2026)	Extra hours generated apportionment
CLPCCD, beginning Fall 2026 (units)	$54 \times 30 \div 525 = \text{**3.09**}$, the 18 zero-unit hours generate nothing
Same course if repaired to 3.0 units across 72 hours	Depends on repair; see §4.5

The forgone FTES on 18 zero-unit lab hours at census 30 is $18 \times 30 \div 525 = \textbf{1.03 FTES per section}$ (roughly a full-time student's annual attendance) lost per section, per term. Deans should inventory affected courses and prioritize repairs by section count.

4.5 Repair options for extra-hour courses

Repairs are curricular decisions initiated by discipline faculty and approved through the curriculum process. Articulation agreements and board policy on awarding credit govern (FS 25-04).

- **Option A — reclassify hours as activity.** Example: 2 lecture units (36 hours) + 1 activity unit (36 hours) = 3.0 units / 72 scheduled hours. Activity classification triggers the I-hour load framework (May 1, 2026 MOU; §7.1). Note: I-factors run 0.75-1.00 against lecture's 1.00, so this repair can change instructor load and pay for the same course — review the load impact with the discipline before selecting it.
- **Option B — convert the extra hours to a noncredit or credit co-requisite course** that serves the same support goals (FS 25-04; SAAM FAQ Q20). Review financial-aid and enrollment-process implications before choosing this route; co-requisite repairs also create paired sections that need linked registration setup in Banner — coordinate with A&R ahead of the effective term.

Repair incentive: under the May 1, 2026 compliance MOU, faculty receive one F Hour for a COR revision that removes a zero-unit lab.

4.6 Related notes

- **Variable-unit courses:** FTES uses each student's enrolled units; keep unit records for audit (SAAM FAQ Q27).
- **Flex days no longer cost FTES on SAAM courses.** The SAAM calculation is schedule-independent, so no F-factor adjustment applies or is needed; positive-attendance and noncredit alternative methods retain the F-factor option (SAAM FAQ Q31).
- **TBA hours** do not change the calculation; units on the COR control (SAAM FAQ Q23).

5. Building the 16.4 Schedule

5.1 Target weekly contact hours

Target WCH = scheduled semester contact hours ÷ 16.4

Use the scheduling-hour target from the approved COR and local standard, not the SAAM multiplier. One weekly contact hour = one 50-minute instructional block (CBA 10D.1i); passing time and required breaks are not instructional minutes.

Intersession and short-term sections: the same principle applies over the actual term length — scheduled instructional minutes must deliver the COR hours across the weeks the section actually meets, subject to the §6 rules; census follows §4.3, and holiday-shortened patterns follow §6.8.

5.2 Draft block grid

Minutes shown are the total clock span per meeting, including the listed 10-minute breaks. Meeting patterns must deliver at least the target WCH in instructional minutes (span minus breaks).

Semester hours	Target WCH	1 day	2 days	3 days	4 days
18	1.098	55	—	—	—
36	2.195	125*	50 / 65	—	—
54	3.293	190**†	85 ×2	50 / 50 / 70	—
72	4.390	255***†	125* ×2	75 ×3	55 ×4
90	5.488	—	150* ×2	95 ×3	70 ×4
108	6.585	—	185** ×2	125* / 125* / 110*	85 ×4

Notation: "×N" means N equal meetings per week; slashes list unequal meetings.

* one 10-minute break ** two 10-minute breaks *** three 10-minute breaks

† Long single-day blocks can trigger the CBA consecutive-hour rule — see §6.4 — and require consent or programmatic-need review before publication.

Rev C corrections to this grid: the 18-hour/1-day cell is 55 minutes (Rev B showed 50, which delivers only 1.0 WCH against a 1.098 target). Several cells clear their target by under one instructional minute per week; do not round down further.

Grid usage notes:

- The grid is illustrative, not exhaustive. Alternate patterns are permitted if they deliver at least the target WCH in instructional minutes and respect the §6 rules and local room-grid standards.
- Spans are within-section time. Passing time between back-to-back sections is additional and follows the local room grid.
- Fully online asynchronous sections have no meeting pattern; the grid applies to in-person and synchronous modalities. Asynchronous cap rules: §7.3.

5.3 Worked block example — simple lecture

3-unit lecture, 54 semester hours. Target 3.293 WCH. Twice weekly, Mon/Wed 8:00-9:25 (85 minutes each) = 170 instructional minutes = 3.4 WCH. Clears the target with margin and no break rules implicated. This is the preferred simple pattern.

5.4 Worked block example — lecture + lab

3-unit lecture + 1-unit lab; COR shows 54 lecture hours and 54 lab hours.

- **Schedule:** lecture Mon/Wed 85 + 85 minutes (3.4 WCH); lab Fri 190-minute span with two 10-minute breaks (170 instructional minutes, 3.4 WCH). The lab block stays under the four-consecutive-lab-hour threshold and includes breaks, so no consent is required (§6.4).
- **FTES:** $(3 \times 18) + (1 \times 54) = 108 \times \text{census} \div 525$. Census 30 $\rightarrow$ 6.17 FTES.
- **Credit:** 4.0 units per the COR.
- **Load:** lecture hours at factor A (1.00); lab hours at the applicable B factor (§7.1). Four calculations, four different numbers, one course. None of them substitutes for another.

5.5 One-day blocks need an extra check

Before publishing any single-meeting pattern of 190 minutes or longer, verify the consecutive-hour rule (§6.4) and obtain any required consent. A block table is not a waiver of the CBA, the COR, room-capacity limits, or the adopted calendar.

6. Calendar and CBA Rules That Still Control

6.1 Class hour

An instructional hour is 50 minutes (CBA 10D.1i). Counseling, Library, and Special Assignment hours are 60 minutes.

6.2 Final week

The final week of instruction follows the schedule of the previous weeks of the term, and a final examination or course-related activity is given in each course during that week (CBA 10C.2). Exams held outside the scheduled location require administrator approval with five working days' written notice.

6.3 Thanksgiving

Starting Fall 2026, the Wednesday before Thanksgiving is an instructional day (CBA 8E.1). Thanksgiving Thursday and the Friday following remain holidays.

6.4 Consecutive hours

Without consent, or a programmatic need consistent with the Discipline Plan (CBA Art. 26) or a full-load necessity, faculty are not scheduled for more than 3 consecutive lecture hours, or 4 consecutive lab or combined lecture/lab hours, without a 30-minute break (CBA 9A.1b(4)).

6.5 Rest and turnaround rules

No less than 11 consecutive hours normally elapse between the last assigned hour of one day and the first of the next, unless the unit member agrees otherwise; a day assignment following an evening assignment by less than 11 hours requires consent or programmatic need (CBA 9A.1, 9A.1b(2)).

6.6 Other 9A.1 constraints schedulers hit

Saturday scheduling has part-time assignment protections (9A.1b(5)); no unit member is required to take more than three new preparations in a semester unless more are needed to achieve a full load (9A.1b(6)); split-site same-day assignments require mileage (9A.1b(1)).

6.7 Instructional-day counts

CLPCCD counts instructional days Monday-Saturday, per the adopted calendar. Each 16-week primary term plus finals delivers approximately 94 instructional days plus 2 mandatory flex days.

The CBA provides four mandatory flex days per year: Convocation Day, College Day, and two days preceding the spring semester (CBA 8C.1; obligations in Art. 29B).

6.8 Holidays on meeting days

Holidays do not count toward scheduled instructional hours. Short-term and irregular patterns that lose meetings to holidays must still deliver the COR hours. Adjust meeting length or add meetings (SAAM FAQ Q19).

6.9 Count exact dates

The adopted calendar, the COR, and district procedures control start/end dates, holidays, and modality. When in doubt, count.

7. Faculty Load and Class Size

FTES, faculty load, and class-size compensation are three different calculations. Local CBA rules sit beside — not inside — SAAM and the 16.4 schedule.

7.1 Faculty-hour codes (instructional)

Type	Code	Factor	Source / trigger
Lecture	A	1.00	Standard lecture hour (CBA 10D.1a)
Composition-type	C.1	1.17	Designated courses, class size 25 (CBA 10D.1c; Appendix)
Composition-type	C.2	1.25	Designated courses, class size 28 
Activity	I.1-I.5	0.75-1.00	May 1, 2026 MOU categories: I.1 = 0.75, I.2 = 0.875, I.3 = 0.90, I.4 = 0.96, I.5 = 1.00
Lab — standard	B.1	0.75	Technical labs, clinics, studios, PE (CBA 10D.1b(1))
Lab — enhanced	B.2	0.80	Line-of-sight/safety plus grading above normal lab (10D.1b(2))
Lab — enhanced	B.3	0.875	B.2 standard plus professional-quality reports, COR grading criteria, and a written Discipline Standard (10D.1b(3))
Individualized	B.4	0.56	Credit individualized instruction required for transfer/accreditation, e.g., applied music (10D.1b(4))
Lab — parity	B.6	1.00	Applications open AY 2027-28 for physical and lab science disciplines (esp. Chemistry, Biology, Nursing); implementation AY 2028-29 (10D.1b(6))

Counseling (D), Library (E), and Special Assignment (F) hours exist but are outside this guide's scope; see CBA 10D.1d-f.

Assignment of enhanced factors: B.2 and B.3 are not assigned by the curriculum committee. Eligibility runs through the negotiated application process in the CBA Appendix (Establishing Eligibility for Faculty Laboratory Hours B.2 and B.3). B.2 requires a written rationale; B.3 additionally requires current COR grading criteria and a Discipline Standard. Shared courses carry the same factor at both colleges (per the Lab Load eligibility instructions).

7.2 Large lecture (CBA 10E.3)

Before the term. A unit member may elect to schedule a large-enrollment lecture section consistent with the Division Discipline Plan (Art. 26E.4). Every large lecture requires pre-approval and the mutual agreement of the faculty member, the appropriate administrator, and the VP of Academic Services. Identify budget, room, and support at scheduling time; support (student assistant time, supplies) is proportional to census. If more faculty want large sections than suitable rooms exist, a rotational schedule applies. CEMC can provide enrollment and student-success analysis.

At census. Actual census enrollment sets the pay/load factor. Pay or load is adjusted no later than 30 days after the census report is recorded.

Class size at census	55	75	100	125	150
Pay/load factor	1.10	1.50	2.00	2.50	3.00

Each additional 5 students adds 0.10 (full chart: CBA 10E.3).

After the term. The instructor evaluates each approved large-lecture class and submits the evaluation, including a student-evaluation summary, with final grades.

7.3 Class-size caps (CBA 10E.4)

- Standard lecture cap is **44** unless a course-specific lower cap applies: Mathematics 35; Communication Studies **C1000** 30; World Languages 35 at the beginning/elementary (1A/1B) level and 30 at higher levels (10E.4).
- **45-54 is a dead zone.** The cap is 44 and the large-lecture chart begins at 55; there is no factor line for 45-54. Do not schedule caps in that range on the assumption that compensation exists for it. Follow the 10E.3 process and the CBA.
- **Fully online asynchronous sections: caps increase by 2** over the 10E.4 maximums, effective Summer 2026. Verify Banner caps reflect this before Fall 2026 publication.
- Never exceed the room occupant limit. No student may be added to a full class, or placed ahead of others on the waitlist, without the instructor's written permission.
- The large-lecture factor changes faculty pay/load only. It does not change COR units or the SAAM formula.

8. Scheduling Operations Under the CBA

8.1 Assignment notification

Contract and Regular faculty must receive written notice of their initial assignment for each upcoming semester **by the opening of priority registration** (CBA 9A.2). Build the schedule timeline backward from that date. Once workload assignments are made and accepted, changes require consultation with the affected faculty member (9A.2a).

8.2 Cancellations

Before canceling any published section, the administrator consults the affected faculty member with reasons and alternatives (9A.3). A class may not be canceled before the first day of class unless the college gave at least **5 working days' notice** of the possibility of cancellation; absent notice, cancellation waits until the first class meeting (9A.3a).

9. Pre-publication Checks

Every section, before publication:

#	Check	Verify that...	Owner
1	COR	Units and lecture/activity/lab categories are current and delineated, checked against the curriculum management system record	Dean
2	Method	SAAM, positive attendance, or noncredit method is coded in Banner	Scheduler
3	Schedule	16.4 schedule fits exact dates, breaks, final week, and modality (§§5-6)	Scheduler
4	Load	Correct faculty-hour code (A, B, C, I, or other) is assigned (§7.1)	Dean
5	Large lecture	Pre-approval, room, budget, cap, and census-factor process are confirmed (§7.2)	Dean + VP Academic Services
6	Census / SIS	Census date loaded per §4.3; part-of-term and method codes correct variable-unit enrollments tracked per student; census rosters retained for audit (§4.6)	Scheduler + A&R

10. Who Decides?

Decision	Responsible	Approves	Consulted
COR units/hours and repairs (§4.5)	Discipline faculty	Curriculum committee / board process	Dean, articulation officer
Block patterns and consent items (§§5-6)	Scheduler + dean	Dean	Affected faculty (9A.1)
B.2/B.3 enhanced-lab factors	Discipline via negotiated application	FA-District process per CBA Appendix	Dean
Large lecture (§7.2)	Faculty member elects	Faculty + administrator + VP Academic Services (mutual agreement)	CEMC
Class caps in Banner (§7.3)	Scheduler	Dean	—
Census dates in Banner (§4.3)	A&R / scheduler	VC ESSS	District Office
Schedule change after acceptance (§8.1)	Dean	Dean	Affected faculty (9A.2a)
Section cancellation (§8.2)	Dean / administrator	Dean	Affected faculty (9A.3)
SAAM transition contact (CCFS-320)	VC ESSS/VC BS	District Office	—

11. Glossary

- **A&R** — Admissions and Records.
- **CAH** — Calculated A Hour; the CBA's unit of faculty load, anchored to the standard lecture hour.
- **CEMC** — College Enrollment Management Committee (CBA 10E.3; Art. 26).
- **Census / active census enrollment** — students actively enrolled on the census date (§4.3); the enrollment count used in the FTES formula.
- **COR** — Course Outline of Record; the approved curriculum document whose units and hours control credit and FTES.
- **FTES** — Full-Time Equivalent Student; the state apportionment unit. 525 hours = 1 FTES.
- **P1 / P2 / Recal (R1)** — the state's apportionment reporting periods (First Principal, Second Principal, Recalculation) in the CCFS-320 cycle.
- **SAAM** — Standardized Attendance Accounting Method; the units-based FTES calculation required for credit courses beginning 2026-27.
- **TLM** — Term Length Multiplier; 16.4 at CLPCCD under the compressed calendar. Governs scheduling patterns; no longer used in FTES.
- **WCH** — Weekly Contact Hours; scheduled 50-minute instructional hours per week.

12. Contacts [CONFIRM]

Question	Contact
COR, curriculum, unit values	College curriculum chair/articulation officer/VPAA
Attendance accounting, census, CCFS-320	VC ESSS/VC BS
CBA interpretation, load factors, MOUs	VC HR
Scheduling systems (Banner)	District ITS / A&R / Academic Affairs

13. References

1. Title 5 §55002.5 (credit hour); §58001 et seq. (SAAM definitions, census); §58003.2(c)(4) (positive attendance option); §55701 (academic calendar); §55729 (flex/F-factor).
2. CCCCO Memo FS 24-08 (Sept. 24, 2024) — SAAM regulatory overview.
3. CCCCO Memo FS 25-04 (May 27, 2025) — SAAM updated guidance: COR unit delineation, extra-hour repairs, transition allowance. <https://www.cccco.edu/-/media/CCCO-Website/docs/memo/FS-25-04-standardized-attendance-accounting-updated-guidance.pdf>
4. CCCCO SAAM FAQ (rev. Jan. 15, 2025; check for later revisions). <https://www.cccco.edu/-/media/CCCO-Website/docs/faq/standardizedattendanceaccountingmethodfaq1232024.pdf>
5. CLPCCD-CLPFA Agreement 2025-28: Arts. 8C-8E (calendar, holidays, flex); 9A.1-9A.3 (schedules, notification, cancellation); 10C.2 (final week); 10D.1 (faculty hours); 10E.3-10E.4 (large lecture, class size); Appendices (B.2/B.3 eligibility; Large Lecture Application Form).
6. Compressed-calendar MO