

Credit Hours, Calculated A Hours (CAH), and Full-Time Equivalent Faculty (FTEF)

Districtwide calculation guidelines for academic scheduling, faculty workload, and workload reporting

Revision 4 • August 9, 2026 • Draft for validation by Academic Services, the curriculum committees, Human Resources, Payroll, and the Faculty Association

This guidance summarizes the 2025–2028 CLPCCD–CLPFA Collective Bargaining Agreement (CBA), Title 5, and Chancellor’s Office guidance. It does not create a load factor, change a course’s negotiated eligibility, alter pay, or supersede any source document. Where this document and a source document differ, the source document controls.

Every factor, equivalency, and figure below is quoted from a named source. Where a source is silent, internally inconsistent, or of uncertain current status, the question is stated in §19 rather than answered here. Sections 1 through 18 should be read as executable; §19 lists the items that must be resolved in writing before this document is issued as final.

How to use this document

If you are...	Start with
A scheduler	§3 (credit hour and delivery), §4–§5 (CAH basics and sequence), §6–§10 (factors and special rules), §11 (examples), §18 (controls)
An academic dean	All of the above, plus §12 (CAH to FTEF and assignment limits), §13 (reading productivity), §16 (allocation and deadlines)
A curriculum chair or articulation officer	§2 (the five calculations), §3 (credit hour and divisor), §17 (change review and governance lanes), §19 items 3–5 and 16
A Vice President of Academic Services	§2–§3, §12–§13, §16–§17, §19
Faculty leadership	The full document, with particular attention to §15 (compensation basis), §17 (lanes), and §19 (open items)
Human Resources	§6–§7 (factors), §10–§12, §14 (residuals and overload), §15, §19
Payroll	§11 (examples), §14, §15, §18 (precision and reconciliation), §19 items 2, 7, 8, and 12

1. Governing hierarchy

When sources appear to conflict, resolve in this order.

Subject	Controlling authority
Faculty workload and pay	The signed CBA; an executed MOU or written joint interpretation that validly modifies or clarifies it

Subject	Controlling authority
Course configuration, units, and contact hours	The approved Course Outline of Record; board policy and administrative procedure 4020; Title 5 §§55002 and 55002.5
Clock scheduling	The adopted academic calendar and documented district scheduling standards, within CBA constraints
FTES and apportionment	Title 5 and current Chancellor's Office guidance
Local reporting and allocation	Approved district definitions, allocations, and system-of-record controls

CAH, FTEF, FTES, units, and clock scheduling are separate calculations. They may share source data, but none is a substitute for another.

2. Five calculations, one course

#	Calculation	Question it answers	Inputs	Governed by
1	Credit award	What units does the student earn?	Total student learning hours ÷ hours-per-unit divisor	Title 5 §§55002.5, 55002(a)(2)(B); BP/AP 4020
2	Clock schedule	When does the class meet?	COR hours, 16.4 term-length multiplier, adopted calendar, CBA constraints	District scheduling standards; CBA Arts. 8–10
3	FTES	How is apportionment calculated?	COR units by category × state coefficients (18 / 36 / 54) × census enrollment ÷ 525	Title 5 §58001 et seq.; CCCCCO FS 24-08, FS 25-04
4	Faculty load (CAH)	What workload is assigned and compensated?	Approved faculty-hour base × CBA factor, or an approved census-based formula	CBA Arts. 10C–10E, 21G
5	FTEF	How much faculty capacity does the schedule consume?	Total CAH ÷ 15 (semester) or ÷ 30 (year)	CBA 1C.1(n); Art. 26D

The two errors to watch for: using the state FTES coefficients to build the clock schedule, and assuming that a change to the meeting pattern changes FTES. Under the Standardized Attendance Accounting Method (SAAM), FTES follows COR units, not meeting patterns.

3. The credit hour, the hours-per-unit divisor, and district delivery

3.1 What the regulation requires

Title 5 §55002.5(a) requires a minimum of 48 semester hours of total student work for one unit of credit. This is a floor, not a tolerance band, and it applies to total student learning hours — contact hours plus expected outside-of-class hours — not to contact hours alone.

The Chancellor's Office standard formula divides total student learning hours by a locally adopted hours-per-unit divisor and rounds down to the nearest increment of credit the district awards. The divisor must fall between 48 and 54 on the semester system. Colleges may select any value in that range, including

intermediate values such as 51 or 52.5, and must keep the divisor and the dividend consistent with one another.

Instructional category	In-class hours	Outside-of-class hours	Note
Lecture, discussion, seminar	1	2	Contact is one third of total student learning hours
Activity, lab with homework, studio	2	1	Contact is two thirds of total
Laboratory, natural science lab, clinical	3	0	Contact carries the entire calculation

Source: CCCC Hours and Units Calculations (effective October 5, 2015), issued with memo AA 15-26; Title 5 §§55002.5, 55002(a)(2)(B), 55002(b)(2)(B).

The lab ratio deserves particular care. Because laboratory credit is normally based solely on contact hours, altering that relationship in the natural sciences or in allied health clinical hours can jeopardize programmatic accreditation and transferability. Lab calculations should not be adjusted to make a scheduling problem work.

3.2 What a 3-unit lecture course looks like at each divisor

Divisor	Contact hours	Outside-of-class hours	Total student learning hours
48 = 1 unit (regulatory floor)	48	96	144
52.5 = 1 unit	52.5	105	157.5
54 = 1 unit (maximum baseline)	54	108	162

3.3 District delivery convention

CLPCCD schedules credit instruction at 17.5 instructional hours per unit. A 3-unit lecture course is scheduled to deliver 52.5 instructional hours; a 4-unit lecture course, 70 instructional hours.

Two practical notes. Instructional hours are fifty minutes (CBA 10D.1(i)), so 52.5 instructional hours is 43.75 clock hours for room scheduling. And under a compressed calendar the weekly pattern must be built backward from the term total, not forward from a round weekly number.

Term basis	Weekly hours to deliver 52.5	A flat 3 hrs/week delivers	Result of the flat pattern
16.4 weeks	3.20	49.2	Above the 48-hour floor, below the delivery standard

Term basis	Weekly hours to deliver 52.5	A flat 3 hrs/week delivers	Result of the flat pattern
16.0 weeks	3.28	48.0	Exactly at the regulatory floor — no margin for flex or cancellation

Build meeting patterns to the term total. A flat three-hour week under compression leaves no cushion, and any instructional time lost to flex activities or an unrecovered cancellation would drop the section below the \$55002.5 minimum.

3.4 A note on the 2015 Chancellor's Office recommendation

The Hours and Units Calculations guidance issued with AA 15-26 recommends that colleges base COR contact-hour calculations on an 18-week semester even when operating an approved compressed calendar. Its stated rationale has two parts, and they have aged differently.

- The apportionment rationale was that compliance auditing is based on the student contact hours delineated in the official COR, so a 16-week contact-hour basis could produce an audit finding for excessive apportionment claims. Under SAAM, FTES is computed from units. The status of this rationale under the current accounting method should be confirmed rather than assumed — see §19, item 4.
- The flexible calendar rationale was that an 18-week basis ensures instructional hours lost to flex activities do not drop a course below the \$55002.5 minimum. This does not depend on attendance accounting and is unaffected by SAAM. It applies directly to our 16.4-week term — see §19, item 5.

AA 15-26 was written for the sixth edition of the Program and Course Approval Handbook. Confirm current PCAH guidance before relying on it in either direction.

4. CAH and FTEF: definitions and conversion

Core rule: CAH is the negotiated unit of faculty workload. FTEF expresses that workload relative to a full-time assignment. Semester FTEF = term CAH ÷ 15. Annual FTEF = academic-year CAH ÷ 30. (CBA 1C.1(n))

Term	Technical meaning	Authority
CAH	Calculated A Hour — the CBA unit used to quantify faculty Load, anchored to the standard lecture hour	1C.1(l); 10D.1
Semester FTEF	Workload equivalent for one Fall or Spring term. 1.0000 = 15 CAH; 1 CAH = 0.0666667	1C.1(n); 10D.1
Annual FTEF	Workload equivalent for the academic year. 1.0000 = 30 CAH; 1 CAH = 0.0333333	1C.1(n); 10C
FTES	Full-Time Equivalent Student — the state apportionment unit. Not a faculty-load measure and not an input to any individual CAH calculation	1C.1(m); Title 5 §58003.2
Productivity	A planning ratio, normally FTES ÷ FTEF. Does not determine an individual's CAH	10A(a); 26D–26E

Term	Technical meaning	Authority
Full-Time Service Obligation	30 CAH per academic year, averaging 15 CAH per semester, or the contractual equivalent. Never to exceed 40 hours per week; service beyond 35 hours per week is drawn from the five weekly professional activity hours	10C; 10D.1; 10D.3(c)

Source: CLPCCD–CLPFA Agreement 2025–2028, pp. 3, 47, 55.

FTEF is a workload equivalent. It is not a count of unique employees and not a measure of salary cost. Two provisions elsewhere in the Agreement independently confirm the conversion: the Faculty Association reassign-time ceiling is stated as “6.0 FTEF (180 CAH),” and the 67% part-time ceiling is stated as 10.05 CAH (Art. 4; 1C.1(d); 18J.1).

Reporting-period control: a 3-CAH assignment is 0.2000 semester FTEF. If it occurs once during the academic year, it is 0.1000 annual FTEF. If the same assignment occurs in both Fall and Spring, the annual total is $6 \text{ CAH} \div 30 = 0.2000$ annual FTEF. Mixing denominators is the most common source of FTEF error in enrollment reporting.

5. Required calculation sequence

1. Choose and label the reporting period. Use a denominator of 15 for semester FTEF and 30 for annual FTEF.
2. Identify each official load component. Separate lecture, laboratory, composition, activity, noncredit, counseling, library, special assignment, and other approved components.
3. Use the approved load base. Use the faculty-hour value in the authorized course and assignment record. Pending written clarification, do not substitute COR units, SAAM standardized hours, FTES, or the 16.4 clock-scheduling block.
4. Apply the controlling factor or special formula. Use the CBA, an executed MOU, or an approved census-based rule. Factors are not selected or negotiated at the schedule-building desk.
5. Apportion among faculty where applicable. For team teaching or split assignments, allocate CAH according to the controlling rule and the documented assignment.
6. Sum CAH before converting. Add component CAH at full precision, then divide the total by 15 or 30.
7. Record the audit trail. Retain the code, base hours or value, factor, census count where applicable, approvals, resulting CAH, FTEF reporting period, and calculation date.

6. CAH factors — instructional, noncredit, and tutorial

CAH = approved faculty-hour base × contractual factor

Code	Assignment	Factor	Calculation, condition, and source
A	Credit lecture	1.00	Approved A-hour base × 1.00. Hour-for-hour with the teaching unit; presumes one hour of preparation and grading per class hour (10D.1(a))

Code	Assignment	Factor	Calculation, condition, and source
B.1	Standard laboratory	0.75	Approved B.1-hour base $\times$ 0.75. Technical labs, clinics, studios, PE activity, practice and performance, and other lab settings not listed below (10D.1(b)(1))
B.2	Enhanced laboratory	0.80	Approved B.2-hour base $\times$ 0.80. Requires continual line-of-sight supervision for safety and grading materially above normal lab expectations; includes nursing hospital settings. Negotiated eligibility required (10D.1(b)(2))
B.3	Enhanced laboratory with reporting	0.875	Approved B.3-hour base $\times$ 0.875. B.2 standard plus professional-quality reports, COR grading criteria, and a written Discipline Standard. Negotiated approval required (10D.1(b)(3))
B.4	Individualized credit instruction	0.56	Approved weekly hours $\times$ 0.56. Limited to instruction required for transfer or accreditation. Overload or part-time basis only (10D.1(b)(4))
B.6	Laboratory parity	1.00	Not available. Applications open AY 2027-28; changes implemented AY 2028-29 (10D.1(b)(6))
C.1	Designated composition-type	1.17	Approved C.1-hour base $\times$ 1.17. Designated courses only; carries a class size of 25 (10D.1(c)(1))
C.2	Designated composition-type	1.25	Approved C.2-hour base $\times$ 1.25. Designated courses only; carries a class size of 28. English 1AEX and 104 at Las Positas carry a class size of 25 (10D.1(c)(2))
G.1	Noncredit	0.75	Total assigned hours $\times$ 0.75 $\div$ 17.5. Equivalently, 1 CAH = 23.33 hours (10D.1(g)(1); 10H.6(f))
G.2	Noncredit / expected CDCP	1.00	Total assigned hours $\div$ 17.5. Equivalently, 1 CAH = 17.5 hours (10D.1(g)(2); 10H.6(f))
H	Tutorial	No load	Hourly compensation only. Excluded from full-time and part-time Load and from the 67% ceiling (10D.1(h); 18J.3; 21G)

Source: CBA 10D.1(a)–(h), pp. 56–59; 10H.6(f), p. 81; 18J.3, p. 207.

Use only the course and category eligibility established by the CBA and its valid appendices or MOUs. B.2 and B.3 eligibility runs through the negotiated application process; B.3 additionally requires current COR grading criteria and a written Discipline Standard. Shared courses carry the same factor at both colleges. A single noncredit course may combine G.1 and G.2 hours as determined by the COR through the curriculum process or a comparable procedure (10D.1(g)). The Agreement’s worked example for B.4 shows the arithmetic: applied lessons scheduled at 0.67 hours per week carry $0.56 \times 0.67 = 0.375$ CAH.

Activity-hour hold: Revision C lists I.1–I.5 factors of 0.75, 0.875, 0.90, 0.96, and 1.00 under a May 1, 2026 MOU. They are not included in this validated table because no “I” category appears in the signed Agreement, which was executed in April 2026. Add them only after the executed MOU and the course-to-code mappings are verified — see §19, item 11.

7. CAH factors — counseling, library, special assignment, alternative duty

Two distinct sets of values apply to non-instructional faculty, and they should not be interchanged. Article 10D.1 sets primary-assignment factors. Article 10D.12 supplies conversions for the express purpose of determining overload limits and workload banking, and is scoped accordingly.

Category	Primary assignment (10D.1)	Overload and banking conversion (10D.12)	Status
D — Counseling	Weekly scheduled D hours × 0.545 on a 17.5-week assignment; × 0.500 on a 16-week assignment (10D.1(d))	1 CAH = 32.083 cumulated scheduled counseling hours; or full-semester weekly hours × 0.545 (10D.12(a)). The same 32.083 figure governs displacement when a counselor teaches credit for Load (10D.4(e)(2))	Rounding and 16-week interaction require clarification — §19 items 6 and 7
E — Library	Weekly scheduled E hours × 0.500 on a 17.5-week assignment; × 0.462 on a 16-week assignment (10D.1(e))	1 CAH = 35 cumulated scheduled library hours; or full-semester weekly hours × 0.500 (10D.12(b))	Same as above
F — Special assignment	Article 10D.1(f) states a 0.46 factor and also states mutually inconsistent Fall 2026 weekly and aggregate equivalencies	1 CAH = 38 cumulated hours; or weekly hours × 0.46 (10D.12(c))	Do not calculate from competing values — §19 item 2
Alternative duty (10C.3)	For covered assignments of four or more CAH, 2.17 weekly hours of duty per CAH. Does not subsume the five weekly professional activity hours	Not a 10D.12 conversion	Apply 10C.3 eligibility and process separately

Alternative duty is not automatically an F-hour assignment for load purposes, even though Article 21G.2(a) compensates coordinator, alternate duty, and special assignment work at the F-hour rate. Keep the load determination and the pay rate distinct.

Rounding control: the D and E factors do not resolve exactly to a full-time obligation. $27.5 \times 0.545 = 14.9875$ CAH and $32.5 \times 0.462 = 15.015$ CAH, yet the Agreement identifies both schedules as full-time primary assignments. The District requires one written normalization and rounding rule so that Banner, the load sheet, payroll, and FTEF reports record the same result — see §19, item 7.

8. Census-based CAH

Four rules make CAH a function of census enrollment. Three set CAH from census at the outset; the fourth modifies the base CAH of a pre-approved section after census is recorded.

Rule	CAH treatment	Source
Work experience	0.125 CAH per student enrolled at census, in addition to any mileage reimbursement for required worksite visits. Units for cooperative work experience follow a separate Title 5 formula, not the standard divisor	10D.2(a)
Service learning	1.000 CAH for the weekly lecture hour, plus 0.125 CAH per census student participating in the fieldwork component	10D.2(b)
Colloquium	0.125 CAH per census student. Contract and approval process required; one colloquium per unit member per semester	10D.2(d)

Rule	CAH treatment	Source
Large lecture	Base lecture CAH × the exact pay/load factor listed for class size at census. Pre-approval required; modifies an already-assigned section	10E.3

Preserve the enrollment source and the adjustment date for every census-based calculation. Census counts are an audit input, not a working estimate.

9. Other special rules

- Mixed components. Calculate each approved component separately using its factor, then sum the CAH. Do not apply a single factor to an entire course unless the controlling source expressly does so.
- Team teaching. Apportion Load according to the time each faculty member is assigned and present, unless combined sections produce a proportionate increase in class size (10D.2(c)).
- Office hours. A service obligation, not a load charge. Five scheduled hours weekly at 100% teaching load; otherwise one office hour per 3 CAH of instruction, with a remainder of 1.5 CAH or less served as a half hour and a larger remainder as a full hour (10D.3(a)).
- Professional activity hours. Five weekly hours, separate from Load and not converted to CAH (10D.3(c)).
- Apprenticeship. Article 10D.8 excludes Contract, Regular, and TLR unit members assigned to apprenticeship classes from Article 10D. It addresses exclusion from that article only. Do not infer an FTEF allocation or reporting treatment from 10D.8; use the separately controlling apprenticeship and allocation rules — see §19, item 18.

10. Large-enrollment lecture sections

- Before the term. Only a pre-approved large-enrollment lecture may use the Article 10E.3 factor. Approval requires mutual agreement of the unit member, the appropriate administrator, and the Vice President of Academic Services, consistent with the Division Discipline Plan. Identify budget, room, and support at scheduling time; support is proportional to class size at census. Where more faculty request large sections than suitable rooms allow, a rotational schedule applies.
- At census. Multiply the base lecture CAH by the exact chart factor for the class size at census — 1.10 at 55, rising 0.10 at each listed five-student increment to 3.00 at 150. Adjust pay or Load no later than 30 days after the census report is recorded.
- After the term. The instructor evaluates the approved class and submits the evaluation, including a summary of student evaluations, with final grades.

Chart control: use only the exact negotiated chart value. Do not interpolate for a census count falling between listed increments, and do not invent a factor for a census of 45–54 — the standard lecture cap is 44 and the chart begins at 55. A written district and association rule is required for unlisted counts — see §19, item 8.

The large-lecture factor changes faculty pay and Load only. It does not change COR units and it does not enter the FTES calculation.

11. Worked examples

Examples use approved load-base values and assume each assignment occurs once during the academic year. They do not resolve the compressed-calendar credit-load question in §19, item 1. Calculate at full precision and round only for display.

Assignment	CAH	Semester FTEF	Annual FTEF	Calculation
3 approved A hours (3-unit lecture, 52.5 hours delivered)	3.000	0.2000	0.1000	3×1.00
4 approved A hours (4-unit lecture, 70 hours delivered)	4.000	0.2667	0.1333	4×1.00
3 approved B.1 hours	2.250	0.1500	0.0750	3×0.75
3 A + 3 B.1 hours	5.250	0.3500	0.1750	$3 + (3 \times 0.75)$
3 A + 3 B.3 hours	5.625	0.3750	0.1875	$3 + (3 \times 0.875)$
3 approved C.2 hours	3.750	0.2500	0.1250	3×1.25
3 A hours, approved large lecture, census 75	4.500	0.3000	0.1500	$3 \times \text{exact } 1.50 \text{ chart factor}$
Work experience, census 20	2.500	0.1667	0.0833	20×0.125
Service learning, census fieldwork 15	2.875	0.1917	0.0958	$1 + (15 \times 0.125)$
35 total G.1 noncredit hours	1.500	0.1000	0.0500	$35 \times 0.75 \div 17.5$
Counselor, 17.5-week, 27.5 scheduled hrs/wk	14.9875	0.9992	0.4996	27.5×0.545 — see rounding control, §7
6 CAH authorized reassigned time	6.000	0.4000	0.2000	CAH stated on assignment

12. From CAH to FTEF, and assignment limits

FTEF follows assigned workload, not the identity or employment status of the instructor. A 4.500-CAH assignment is 0.3000 semester FTEF whether it sits inside a full-time regular load, an overload, or a part-time assignment. This is why the Agreement refers to using “the FTEF from the canceled class” to open a new section (9A.3) and to a percentage of “total FTEF allocated to the discipline” (18B.1g).

Limit	Rule
Full-time obligation	30 CAH per academic year, averaging 15 CAH per semester, or the contractual equivalent (10C; 10D.1)
Part-time standard ceiling	10.05 CAH = 0.6700 semester FTEF, computed in CAH per week. Intersessions and office hours are excluded from the calculation (18J.1)
Part-time ceiling — exceptions	Under Education Code §87482, a part-time unit member may exceed 67% in a semester, limited to two semesters within any three consecutive academic years; part-time nursing faculty, up to four semesters. Eligibility follows a satisfactory first evaluation, except in special circumstances in consultation with the VP of Academic Services (18I.2)

Limit	Rule
Part-time ceiling — exclusions	Professional ancillary service of an occasional nature — evaluations, professional development, committee work, non-discipline program coordination, guided pathways work, governance, grant writing, mentoring, advising student organizations — plus day-to-day substitution and tutorial (H) hours do not count toward the limit (18J.3)
College allocation	Colleges shall not exceed their FTEF allocation. Administrators may reserve up to 20% of discipline FTEF for discretionary assignment; dual enrollment does not draw against that reserve (26D; 18B.1g; 18B.3(a))
Overload ceiling	Apply the detailed annual and term limits in 10D.11 (§14). Do not use FTEF reporting alone to approve an overload assignment

13. Reading the FTES/FTEF ratio, and why equal numbers are not the same number

Productivity is FTES divided by FTEF (10A(a); 26D). Under SAAM the two sides of the ratio are driven by inputs that no longer move together.

Element	FTES	FTEF
Purpose	State apportionment and student workload	Faculty workload and scheduled resource
Primary input	COR units by lecture, activity, and lab category × census enrollment	Approved faculty-hour base × CBA factor, or an approved census-based formula
Core calculation	$[(\text{lecture units} \times 18) + (\text{activity units} \times 36) + (\text{lab units} \times 54)] \times \text{census} \div 525$	Component CAH summed; semester FTEF = CAH ÷ 15
Term length	Standardized hours apply regardless of compressed or short term	Credit-load treatment under the 16.4-week calendar remains an open CBA interpretation item
Relationship	May change without CAH changing	May change without FTES changing. The census-based rules in §8 are the exceptions

State authority: Title 5 §58003.2 and §58001 et seq.; CCCCO FS 24-08 (Sept. 24, 2024) and FS 25-04 (May 27, 2025). FS 25-04 permits hours-based transition calculations through 2026-27 recalculation and requires COR units beginning 2027-28; the district's local implementation decision must be stated consistently in Revision C.

For a single 3-unit lecture section, several figures in the neighborhood of fifty are in play at once. They are not interchangeable.

Figure	Value	What it is
SAAM standardized hours	54	A coefficient: 3 units × 18. Exists only inside the FTES formula. Nobody teaches or attends these hours
COR contact hours	48 to 54	A curriculum statement, set by the locally adopted hours-per-unit divisor
Delivered instructional hours	52.5	District delivery convention: 3 units × 17.5 (§3.3). Fifty-minute hours
CAH	3.000	$52.5 \div 17.5$, consistent with the Article 21G.1 rate structure (§15)
Semester FTEF	0.2000	$3.000 \div 15$

The 525 divisor in the FTES formula and the 525 divisor in the Article 21G.1 Lecture Hour Rate are numerically identical and conceptually unrelated. Do not treat one as derived from the other.

Load that consumes CAH and generates no FTES

- Faculty Association reassign time: three FTEF per year, with carryover up to 4.0 FTEF and up to four additional FTEF and/or 120 CAH, capped at 6.0 FTEF (180 CAH) (Art. 4).
- Alternative duty and coordinator assignments of four or more CAH per semester, at 2.17 weekly hours per CAH (10C.3; 1C.1(g)).
- Counseling and library load in full, together with the 200-CAH reassign pool and officer allocations under Article 10C.
- Course hours carrying no COR units. Under SAAM these generate no FTES while still consuming CAH and therefore FTEF.

Whenever colleges, disciplines, or programs are compared, state which workload categories and special programs are included. Apprenticeship treatment in particular should be stated explicitly rather than assumed — see §19, item 18.

14. Workload residuals, banking, and overload limits

FTEF assigned in a term is not the same as salary expense in that term, because CAH may be paid, banked, or carried. Reconcile through the load sheet.

- On incurring an overload, the unit member may direct the extra CAH to a non-banked carryover account, to a banked account, or to cash at the part-time rate (10D.9).
- An overage or underage greater than 5 CAH must be brought to 5 CAH or less within two calendar years. Carryover of 5 CAH or less may roll from year to year.
- Overload must first be applied against an existing underage before any portion is paid as overload.
- Overages may not be cashed out directly. They are cleared by transfer to banked load, by working a comparable underage at full pay and benefits, or by converting a class from Load to overload.
- Banked load and non-banked carryover are tracked separately on the load sheet and do not commingle (10D.9(a)).
- Banking, overage, and paid overload combined may not exceed 50% of a full-time load or two classes, whichever is greater, and in no case 67% — an annual aggregate across Fall and Spring, applied independently to intersessions. A single class may exceed 50% on its own. The absolute ceiling in any term is 15 CAH, or three classes not exceeding 18 CAH (10D.11).
- For non-instructional faculty, the 50% limit applies to aggregated Load from both instructional and non-instructional elements, converted using the 10D.12 values in §7 (10D.12).

15. Compensation basis for part-time and overload service

Article 21G.1 provides two parallel methods of compensating full-term instructional assignments — a per-CAH rate and a per-hour rate — intended to produce the same result for the same assignment.

Rate	Derivation (21G.1)
Instructional CAH Rate	72% of annual salary ÷ 30
Lecture Hour Rate (Faculty Hour A)	72% of annual salary ÷ 525
Faculty Hour B.6	72% of annual salary ÷ 525
Laboratory hours B.1, B.2, B.3, B.4	Applicable load factor × Lecture Hour Rate. The Agreement adds a note for the 0.75 factor — see §19, item 12
Noncredit G.1 / G.2 / H	75% / 100% / 52% of the Lecture Hour Rate
Counseling Hour D	76.5% of annual salary ÷ 962.50 (stated as equivalent to 83.45% ÷ 1,050)
Library Hour E	Same as the Counseling Hour D rate
Office hours	The prevailing “F” Hour rate
F Hour — coordinator, alternate duty, special assignment	\$2,623 per CAH or \$69.03 per hour effective July 1, 2025, adjusted for 2026-27 and 2027-28 per Articles 21A.2 and 21A.3 (21G.2(a))

Source: CBA 21G.1–21G.2, pp. 252–253.

The two instructional methods reconcile at a single exchange rate: $525 \div 30 = 17.5$ lecture hours per CAH. The counseling derivation carries the same structure, with 962.50 equal to 27.5 scheduled hours across 35 weeks. This relationship bears directly on §19, item 1, and the parties should take it into account in resolving that item.

16. Setting and allocating FTEF

Step	Body	Requirement and timing
Discipline goals recommended	College Enrollment Management Committee	Annual FTES/FTEF goals for each discipline or grouping, plus targets for student contact hours and completed Student Education Plans for counseling. Based on the prior three academic years and the latest available Fall ARGOS report; the CEMC consults each discipline first (26E.1–26E.2)
College goals set	District Enrollment Management Committee	College goals established no later than the last working day of November for the following year, or another mutually agreeable date (26D)
Allocation and ceiling	District, after consulting DEMC	Goals set within a balanced budget as part of annual budget development. Colleges shall not exceed their FTEF allocation (26D)
Discretionary reserve	Appropriate administrator	Up to 20% of discipline FTEF, after full-time overload and Emeritus assignments. Dual enrollment does not draw against it (18B.1g; 18B.3(a))
Assignment notice	Dean or appropriate administrator	Contract and Regular faculty receive written notice of initial assignment by the opening of priority registration. Changes after acceptance require consultation with the affected faculty member (9A.2)
Cancellation	Dean or appropriate administrator	Consultation with the affected faculty member, with reasons and alternatives, before canceling a published

Step	Body	Requirement and timing
		section. Load underage is resolved through the sequence in 9A.3

17. Curriculum change review and governance lanes

17.1 Which changes trigger which review

Level of review	Changes in this category
Full curriculum committee review (substantive)	A change in units or hours; course delivery in a highly compressed time frame; a change in modality; a change in requisites; a major change in description, objectives, or content; placement in a GE pattern; experimental status
Consent agenda (minor)	Minor non-substantive changes in description, objectives, or content; a change in course number within policy; a change in course title; adding or dropping the course from a degree or certificate
Information item, no action (technical)	Non-substantive changes in term length, provided the hours-to-units relationship is maintained; changes in texts or instructional materials; minor changes to methods of instruction, assignments, or evaluation

Source: ASCCC, *The Course Outline of Record: A Curriculum Reference Guide Revisited* (Spring 2017).

The practical consequence: adjusting the term-length basis while holding the hours-to-units relationship constant is an information item. Re-basing course outlines to a different hours-per-unit divisor is a change in hours and would require full curriculum committee review of every affected outline. This is a workload and sequencing consideration for the curriculum committees and should be weighed as such rather than treated as a compliance question.

17.2 Who decides what

Matter	Lane
Hours-per-unit divisor; COR contact hours; units	Curriculum committee and Academic Senate, with board approval. Education Code §70902; Title 5 §55002. Board policy establishes the units-to-hours relationship
CAH load factors; faculty-hour codes; overload and banking	Collective bargaining. CBA Articles 10C–10E, 18J, 21G
Term length and academic calendar; maximum class size	Title 5 is silent on both; they are academic and professional matters that are also commonly negotiated. Requires coordinated Senate and Faculty Association discussion
Short-term and compressed course formats	Curriculum committee determines whether a course can responsibly be offered in a shortened term, and makes that determination known to administration and the bargaining unit

Where calendar or class-size arrangements produce results that appear pedagogically unsound, ASCCC recommended practice is for the curriculum committee chair to initiate discussion between the Senate president and the bargaining agent rather than resolving the matter in one forum alone.

ASCCC Resolution 9.09 S06 provides that a course of three or more units offered in a format of less than six weeks should be reviewed by the local curriculum committee before it is scheduled. This is recommended practice rather than regulation, but it bears on the winter intersession — see §19, item 16.

18. Administrative and system controls

- Display CAH, semester FTEF, and annual FTEF in separate, clearly labeled fields. Never label FTEF without “semester” or “annual.”
- Store the approved base value, faculty-hour code, factor or formula, approvals, census input where applicable, component CAH, resulting FTEF, and calculation date.
- Calculate component CAH and totals at full precision. Display CAH to three decimals and FTEF to four decimals only after Payroll and HR adopt the same written rounding rule (§19, item 7).
- Build meeting patterns to the term total in §3.3, not to a round weekly figure. Verify total delivered instructional hours for every compressed-term section before publication.
- Require documented Academic Services and HR review for B.2, B.3, B.6, C, activity-I, F-hour, large-lecture, experimental, or other nonstandard assignments.
- Recalculate census-based CAH after census, and preserve the enrollment source and adjustment date. Large-lecture adjustments are due within 30 days of the recorded census report.
- Reconcile the schedule system, load sheet, payroll record, and enrollment-management FTEF before closing each term.
- Do not use units, FTES, SAAM standardized hours, room caps, or raw compressed-calendar meeting minutes as a substitute for an approved CAH base.
- Do not use an annual FTEF figure in a semester allocation analysis, or a semester FTEF figure in an annual staffing analysis, without conversion.
- Verify census dates loaded in Banner before publication, and verify that online asynchronous caps reflect the two-student increase effective Summer 2026 (10E.4).

19. Required written decisions before final publication

Publication gate: each item below affects workload, pay, allocation, curriculum compliance, or system calculation. This document should identify the approved interpretation rather than leave schedulers, deans, curriculum chairs, or payroll staff to infer one. Sections 1 through 18 should not be issued as final, and Revision C should not direct campus-level calculation, until the responsible district offices and the Faculty Association document the controlling treatment.

#	Decision	Required resolution
1	Credit A/B/C load under the compressed calendar	Determine whether CAH uses raw compressed weekly contact hours, a normalized faculty-hour value, aggregate hours, or another negotiated base. Article 10D.1(a) is framed in weekly terms; every other category expresses CAH as an aggregate-hours equivalency (10D.1(g); 10H.6(f); 10D.12), and the Article 21G.1 rate derivations reconcile at 17.5 lecture hours per CAH. Article 10D.1(f) is

#	Decision	Required resolution
		the only place the Agreement expressly addresses a 16-week term. Written interpretation required from Human Resources, Academic Services, Payroll, and the Faculty Association before Fall 2026 loads are built.
2	Conflicting F-hour values	Resolve the 0.46 factor and the 2.17/38, 2.22/35.5, and 2.53/40 equivalencies through a written interpretation or corrective MOU. INTERIM CONTROL: the assignment document must state the approved CAH directly; schedulers and payroll staff do not select among the competing conversions.
3	The district's hours-per-unit divisor of record	Confirm what board policy and administrative procedure 4020 state as the divisor, and how course outlines express contact hours. Title 5 §55002 places responsibility on the governing board to establish the units-to-hours relationship. If policy states a divisor inconsistent with §3.3, either policy or practice requires amendment. Curriculum committees and both Academic Senates lead.
4	Current status of the 2015 hours-and-units guidance	Confirm current Program and Course Approval Handbook guidance on the divisor and compressed calendars, and whether AA 15-26 has been reissued, superseded, or withdrawn following SAAM. Its audit rationale rests on contact hours delineated in the COR; SAAM computes FTES from units. Do not rely on the 2015 memo in either direction until confirmed.
5	Flexible calendar distribution against the credit-hour floor	At 52.5 delivered hours for a 3-unit lecture course, the margin above the 48-hour floor is 4.5 instructional hours. Confirm how flex days are distributed across the 16.4-week term and whether any meeting-pattern configuration could fall below the floor. Title 5 §55729; CBA Art. 8.
6	D and E 16-week overload and displacement	Reconcile the 10D.1 16-week primary-assignment factors with the 10D.12 overload conversions and the 17.5-week counseling and library displacement language in 10D.4(e)(2).
7	D and E rounding normalization	Adopt one written rule for full and partial assignments so that $27.5 \times 0.545 = 14.9875$ and $32.5 \times 0.462 = 15.015$ resolve identically across Banner, load sheets, payroll, and FTEF reports.
8	Large-lecture unlisted census counts	State the treatment of a census between listed five-student chart increments, and of the 45–54 range where no factor exists. Do not interpolate absent a written district and association agreement.
9	Unfilled appendix references	Replace the “Appendix XX” placeholders with the controlling B.2, B.3, C.1, and C.2 course lists and eligibility appendix.
10	Cross-reference defect at 10E.4	Article 10E.4 refers twice to “Article 10D.1(c)(1), (2), and (3),” but the signed 10D.1(c) contains only C.1 and C.2. Confirm whether a C.3 provision was omitted in production and correct the reference.
11	Activity codes I.1–I.5	Verify the fully executed May 1, 2026 MOU and publish the authorized course and category mappings. These codes are omitted from §6 until that is done.
12	Laboratory hourly rate derivation	Article 21G.1(c) sets the laboratory Effective Hourly Rate as the applicable load factor $\times$ the Lecture Hour Rate, then notes that for the 0.75 factor this equals 70% of annual salary $\div$ 700. The stated formula yields $72\% \div 700$. Confirm with Payroll and HR which value is being paid and whether the note is a drafting error or a negotiated term.
13	Productivity terminology	Clarify the WSCH/FTEF and FTES/FTEF labels in Articles 1C.1(o), 10A(a), and 26D under SAAM reporting. Weekly contact hours no longer drive apportionment.
14	Communication Studies course renumbering	Confirm whether the negotiated 30-student cap for “Communication Studies 1” applies to C1000 before schedule caps are locked.

#	Decision	Required resolution
15	Revision C zero-unit effective term	Correct the Summer 2026 versus Fall 2026 inconsistency and state the district's verified transition method through 2026-27 recalculation.
16	Winter intersession curriculum review	Confirm with both curriculum committees whether the ASCCC Resolution 9.09 S06 review has occurred for courses of three or more units offered in the winter intersession, and document the outcome.
17	Current-year figures	[VERIFY: the 2026-27 DEMC-adopted productivity goals and each college's FTEF allocation, with the Vice Chancellor of Educational Services and Student Success and the Vice Chancellor of Business Services.] No benchmark appears in this document because none is established in the Agreement; Article 26D leaves it to the annual process.
18	Apprenticeship FTES and FTEF treatment	Identify and cite the adopted allocation and reporting rule governing apprenticeship, so that districtwide and cross-college productivity figures state the treatment explicitly rather than inferring it from Article 10D.8.

20. Sources

Collective Bargaining Agreement

- Article 1C.1(d), (g), (l)–(o): part-time definition and 67% ceiling, coordinator, CAH, FTES, FTEF, WSCH, ARGOS (p. 3).
- Article 4: Faculty Association reassign time, stated as 6.0 FTEF / 180 CAH.
- Articles 9A.2–9A.3: assignment notification, cancellation, resolution of Load underage.
- Articles 10A, 10C, 10D.1–10D.12, 10E.3–10E.4, 10H.6(f): workload provisions, faculty-hour categories and factors, census-based assignment credits, office hours, residuals, overload and banking limits, non-instructional conversions, large lecture, class size, noncredit per-CAH equivalencies (pp. 47–81).
- Articles 18B.1g and 18B.3: part-time and dual enrollment assignment, discretionary FTEF reserve.
- Article 18J.1–18J.3: maximum workload, 67% limit, exceptions, and exclusions (p. 207).
- Articles 21G.1–21G.2: schedule of part-time service rates and F-hour rates (pp. 252–253).
- Articles 26D–26E: FTEF allocation, FTES/FTEF goal setting, CEMC and DEMC roles (pp. 281–283).

Regulation and state guidance

- Title 5 §55002 (standards and criteria for courses); §55002.5 (credit hour); §55729 (flexible calendar); §58001 et seq. and §58003.2 (attendance accounting, census); §§58050–58051 (contact hours). Education Code §70902; §87482.
- CCCCCO memo AA 15-26 (October 2, 2015) and the accompanying Hours and Units Calculations document — status post-SAAM to be confirmed, §19 item 4.
- CCCCCO memos FS 24-08 (September 24, 2024) and FS 25-04 (May 27, 2025); CCCCCO SAAM FAQ.
- Program and Course Approval Handbook, current edition — to be confirmed, §19 item 4.

Academic Senate and district materials

- ASCCC, The Course Outline of Record: A Curriculum Reference Guide Revisited (adopted Spring 2017), including Appendix I.

- ASCCC, Setting Course Enrollment Maximums: Process, Roles, and Principles (2012); Resolution 9.09 S06.
- CLPCCD Academic Scheduling & Attendance Accounting Guide, Revision C draft.
- CLPCCD board policy and administrative procedure 4020 — content to be confirmed, §19 item 3.

