

Attached is the current draft of the scheduling module that is being developed for Fullerton College.

The basic principles that have been followed in the development of this draft of the scheduling modules include:

1. Number of contact hours is at least equal to number for traditional 18-week semester (this is being determined by using the charts provided in the *16-week Compressed Academic Calendar* packet provided at the District wide Deans Meeting on June 23, 2011).

2.

18-wk wkly contact hrs	1.5	2	2.5	3	3.5	4	4.5	5	6
16-wk wkly contact hrs	1.7	2.3	2.8	3.4	4	4.5	5	5.6	6.8

3. Classes are scheduled to optimize apportionment (i.e., number of attendance accounting hours matches classroom instruction hours). (As above this is being determined by using the charts provided in the *16-week Compressed Academic Calendar* packet). For example for a traditional 18-week 3 hr/week course

4.

Class meetings per week	Total class meetings	CONTACT HRS		MINUTES PER CLASS			CLOCK HR CLASS SCHEDULE		
		Class SCH	Term SCH	Instructional minutes	Break minutes	Total minutes	Clock time (min)	Breaks per class	Example meeting time
1	16	3.4	54.4	170	20	190	190	2 @ 10	8am-11:10am
2	32	1.7	54.4	85	0	85	85	No brk	8am-9:20am

5. Scheduling must be done to allow for the production of the same FTES as the 18-week calendar has allowed. If we follow principles 1 and 2 above this results in number of sections of each unit size being the controlling variable. This will mean that efficiency and the ability of students to build their needed (or desired) schedule become important factors.
6. Classes must be scheduled to begin and end on five-minute increments.
7. For each class there must be a passing time. In addition a number of common passing times should exist to allow students to take multiple classes in one day (i.e., morning, mid-morning, early afternoon, late afternoon, and evening).
8. The Santa Ana model is an example to be used in developing the college's scheduling module pattern.
9. Exceptions will be allowed when needed. These are most likely to occur in scheduling of CTE programs and should be minimized in the scheduling of General Education, Basic Skills, and Transfer courses.
10. FC also kept in mind efficiency (i.e., minimization of breaks in the scheduling of a classroom) in order to allow scheduling of similar numbers of sections (see assumption #3).

The current draft has columns on the first page for traditional 3, 4, and 5hr/wk courses that meet 2, 3, or 4 times /week. On the second page it has columns for traditional 3, 4, and 5hr/wk courses that meet

only 1 time/week. This information is provided in the column headings. The one meeting per week would be used mostly for CTE courses or Friday and Saturday offerings.

Individual module passing times are present but not highlighted. They can be noted in each column by the 10 to 30 minute difference between the end and start times of subsequent modules. There is a common passing time from ~11:30-11:45 (highlighted in grey) and another (that is not quite present in all columns) between ~3:00-3:30pm.

When using this schedule module model for scheduling it is important to note that in a room classes of the different hrs/week can be, and will probably be, scheduled in a single room. This allows for additional flexibility in meeting the needs of students. For example if looking at the traditional 5 hr/wk-2x per week column there currently is a hole in the morning up to 9am. This could be filled with a 7-8:25 or 7:15-8:30 block from the traditional 3 hr/wk-2x/wk or traditional 4 hr/wk-3x/wk columns.