INSTRUCTIONS FOR COMPLETING FORM CPDC 2-3

Form CPDC 2-3 is used in calculating space needs for instructional projects requested as new starts for the budget year. The space standards (Space Standards Chart, Appendix A) used for classroom and teaching laboratories are those adopted by the Coordinating Council for Higher Education (now California Postsecondary Education Commission) in September 1966, amended in March 1971 and June 1973. Since these standards do not include an allocation for graduate research space, an agreement was made with the State Department of Finance to use three-fourths of the graduate research space allocated to the University of California. This allocation is predicated on the university requiring more space for graduate research because of the doctoral program.

In their study on space standards, the Coordinating Council for Higher Education eliminated Activity as a room classification. However, this does not eliminate the FTE category of Activity, which is reported as two hours of contact for one hour of credit. It is necessary to translate FTE into weekly student contact hours for this calculation.

Horizontal Headings

1. Type of Facility:---List the type of facility for which space is requested.
2. Type of Instruction:---Use the following figures.
   Lecture: One hour of credit for one hour of contact.
   Activity: One hour of credit for two hours of contact.
   Laboratory: One hour of credit for three hours of contact.
3. Projected FTE:---Use the FTE listed on the Enrollment Distribution by Level and Category of Instruction (Form PPD 2-2, Appendix A). FTE used are at target year, which is two years beyond occupancy year.
4. 100 WSCH:---Multiply the Projected FTE by (WSCH divided by 100).
5. Standard (ASF/100 WSCH):---The Assignable Square Feet (ASF) standard is listed by discipline on the Space Standards Chart. (See Appendix A.)
6. Assignable Square Feet:---Multiply by the space standard for the appropriate discipline.

Vertical Headings

1. Lecture:---Lower Division (LD), Upper Division (UD), and Graduate (Grad.) are included. Use the appropriate figures from the Space Standards Chart as the multiplier.
2. Teaching Laboratory:---Use the figure for the appropriate level of instruction from the Space Standards Chart as the multiplier.
3. Graduate Research Lab:---Use the sum of lecture, activity, laboratory, and "other" FTE. (In the example 10 FTE are used: 6 lecture plus 4 laboratory.) Take the multiplier from the Space Standards Chart.
4. Faculty FTE:---Divide the discipline FTE (including other "Earned") by the current student/faculty ratio for the discipline; take the multiplier from the Space Standards Chart. (In the example it is 145 ASF/FTE: 100 plus 35 ASF.)
5. Shops, Storage, Miscellaneous:---Multiply the assignable square feet for lecture, laboratory, and faculty by the appropriate multiplier on the Space Standards Chart.
6. Total Capacity Space:---Add subtotals for all items previously listed.
7. Noncapacity Space:---This includes self-instruction computer laboratories, art galleries, museums, greenhouses, little theaters, etc. (In the example 3,000 square feet are for a greenhouse and 4,514 square feet for a self-instruction computing lab.)
8. Total Noncapacity Space:---Total all items listed in item 7 above.
9. Total ASF Entitlement:---Add total capacity space and total noncapacity requirements.
10. Existing ASF to be retained:---Show existing ASF as recorded in the SFDB.

11. Additional Space Needed:---Subtract the existing space to be retained from the total ASF entitlement.
    Note: once the additional space needed is determined, planners can model how a new space would affect existing space. For example, a discipline may have existing space, but a new project would propose to relocate that space to the new facility. The analysis should consider what is to happen to vacated space as part of the secondary effects.