

## GUIDELINES FOR ESTABLISHING COURSE ENROLLMENT MAXIMUMS

The following guidelines are used to establish class maximums that will appear on the Course Outline of Record (COR) approved by the college Curriculum Committee, the Academic Senate, and the Board of Trustees.

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### PROCEDURE FOR ESTABLISHING COURSE ENROLLMENT MAXIMUMS

1. Decisions on class sizes shall be made by each college’s Curriculum Committee as part of the local COR review process.
2. Campus Discipline Faculty shall initiate a review of their COR by submitting their revised COR to their local curriculum committees. The proposed class size must be supported by the course’s activities and assessments (see Guidelines for Determining Class Size).
3. Once a COR has been approved and a class size is assigned by the local curriculum committee, all faculty in that discipline must adhere to the new COR requirements and outcomes and deans must adhere to the new class size maximum.
4. Local curriculum committee responsibilities and powers with respect to class sizes include:
  - a. Review CORs in consultation with the discipline faculty initiating the review;
  - b. Determine course class sizes based on the prescribed assessments and class activities; and
  - c. Create timelines and deadlines for submitting class size changes.

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### GUIDELINES FOR ESTABLISHING COURSE ENROLLMENT MAXIMUMS

The following table outlines guidelines and considerations for establishing course enrollment maximums.

Instructional Method	F2F Course Enrollment Maximum	Online Course Enrollment Maximum	Descriptions	Course Examples
Large Lecture	70 or above		Primary mode of instruction is lecture, which may include multi-media and material demonstrations and limited group activities. Assessment is primarily through objective exams and quizzes which may include subjective short answer/essay components.	
Lecture/Discussion	50		The primary mode of instruction is lecture and may include discussion and/or <i>independent</i> group learning. Evaluation primarily through objective exams. Writing assignments are assessed mostly for critical thinking, concepts, and structure.	

Lecture/Discussion with Writing Emphasis	40		The primary mode of instruction is lecture, but small and large-group discussion are also emphasized. Evaluation includes both objective exams and multiple written assignments. Writing assignments are assessed mostly for critical thinking, concepts, and structure.	
Lecture /Discussion/ Group Learning/Student Presentations	35		While the instructor does lecture, much of the class time focuses on discussion, guided group learning, and/or formal/informal student presentations. Multiple assignment types may be incorporated. Evaluation through multiple formats, which may include objective exams, skills demonstrations, and portfolio. Writing assignments are assessed mostly for critical thinking, concepts, and structure.  In lecture/lab combination courses in PE, this is a typical class size for fitness-oriented classes in which group instruction is the primary method of instruction.	
Mathematics	35		Class time includes lectures often interspersed with activities requiring guided group learning and/or individualized instruction. Evaluation includes weekly or daily assignments that often require detailed instructor feedback, as well as multiple exams assessed for critical thinking, conceptual understanding, and proper notation/vocabulary.	
Communications Courses and Courses with Required Presentations	32		The COR requires a minimum of 20-35 minutes per student of speeches/presentations per semester.	

Group Learning/ Individualized Instruction/Student Presentations	30		In addition to short lectures, class time focuses on pair and small-group work, role plays, discussions and/or presentations that require instructor's monitoring, input, and assessment. Includes weekly or daily assignments that require instructor feedback. Assignments are assessed for accuracy, critical thinking, and other subject-specific standards.	
Practicum Courses that involve demonstration and group/individual exercises with specialized equipment	26		Small Lab/Lecture combinations that involve individual and group demonstrations and exercises. Labs that involve complex group exercises involving specialized equipment or instruments. Extensive group and individualized feedback/evaluation on a regular basis during staged/performed events, including health and safety concerns, as well as external regulations.	
Developmental Courses in Reading and/or Writing	26		Class time focuses on small- and large-group discussion, collaborative group learning, short lectures, and individualized instruction as needed. In addition to daily assignments, instructors give feedback on a variety of written products such as tests, response papers, learning logs, and multi-draft essays. Students produce a minimum of 4000 words requiring feedback which addresses critical thinking, conceptual understanding, structure and style with a strong emphasis on mechanics.	
Lecture/Lab	24		Lab/Lecture combinations that involve individual and group demonstrations and exercises. Labs that involve complex group exercises involving specialized equipment or instruments. Extensive group and individualized feedback/evaluation on a regular basis.	

English Composition Courses	26		Class time focuses on short lectures, large-group discussion, collaborative group learning, and individualized instruction as needed. In addition to daily assignments, evaluation is mostly through multi-draft essays. Final drafts total a minimum of 6000-8000	
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			words. Essays are assessed for critical thinking, conceptual understanding, structure, style, and mechanics.
Lab – Individualized Feedback/Evaluation  (Also see “Large Lecture/Lab” descriptor.)		24	<p>Labs in which the instructor provides extensive individualized feedback and tutelage with “hands-on” projects such as experiments, student group exploration of material and concepts, development of vocational skills, and use of discipline-specific tools/techniques.</p> <p>Assessments include frequent (i.e., weekly) quizzes, lab reports, problem sets, and/or demonstration of technical proficiency, and assessment typically includes a cumulative component such as a lab notebook and/or lab practical exam(s).</p> <p>*Note: These labs may be individual sections of a larger (46 or 96 cap) lecture course, as described above in “Large Lecture/Lab.”</p> <p>Examples: BIO100; CS 133; EARTH 115L,  KINE Lab classes such as FITN, DANC, VARS, AQUA, TEAM, INDV</p>

Specialized Courses		Less than 24	<p>Courses with specific concerns about health, safety, and potentially hazardous conditions or regulatory requirements must submit a justification to the Curriculum Advisory Committee with the approval of the dean. Also see Assumptions 7 and 8 on page 2 of this document.</p> <p>“An effective student teacher ratio due to the instructor providing extensive individualized feedback and tutelage with “hands-on” projects such as experiments, student group exploration of material and concepts, development of vocational skills, and use of discipline- specific tools/techniques. Safety issues involving power tools, machinery and heavy equipment.” (Various Auto labs)</p>
Specialized Courses		20	<p>The proposed cap of 20 is necessary due to the intense nature of this course. There is a clinical aspect in which students must go to a healthcare facility to complete on site hours. This is a workload challenge for the</p>
			<p>instructor since she/he must assist the student in finding a site, developing or renewing affiliation agreements, completing requirements (i.e., background check), and communicating with the site supervisor and student throughout the semester. Also, a virtual practicum was recently added, which requires additional support/instruction from the instructor.</p> <p>HIT 275</p>

<p>Program-Driven Specialty Courses</p>	<p>20 or fewer</p>	<p>Some courses are subsets of programmatic offerings that must be limited to a specific size. These courses may be multiples or stand alone. In all cases, these classes result in a “product” that is shared with or performed for the public. In most cases, these classes are offered simultaneously with others and taught by an instructor paid through program load.</p> <p>Examples: JOUR 121, JOUR 122 A&amp;B and JOUR 123A&amp;B that make up The Channels staff; TA 141, TA 144, TA 250 theatre arts classes that make up the cast for Garvin and Jurkowitz theatre productions, and music classes that make up the choirs and music combos.</p>
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APPEAL PROCESS

1. If the curriculum committee rejects a proposed class size, they should provide a rationale to the discipline faculty.
2. Discipline faculty can either adjust their proposed class size or appeal the decision according to their local curriculum committee and academic senate by-laws.
3. ...

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TEMPORARY EXCEPTIONS TO APPROVED COURSE MAXIMUMS

CAC noted that 24 vs. 25 is a hard distinction to justify.

CAC also thought it would be best to include examples from as many disciplines as possible under each descriptor.

*\*The format and some principles listed above draw from the “Fullerton/Cypress Class Size Planning & Resource Document” dated 11/30/2006 (page 7):*

<http://www.cypresscollege.edu/ad/uploads/25017//CCASApprovedMinutes01-25-2007.pdf>

*\*Language in purple summarizes feedback from the April 17, 2017 CAC meeting.*

*\*Language in blue reflects discussion at April 26 Academic Senate meeting.*

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