Class Maximum Rubric for Discussion v.9

October 14, 2016

Category *Number indicates current practice; ranges indicate diversity of current practice*	**Class Activities and Characteristics** **related to class maximum** *The distinction between pedagogical constraints upon class maximums, and workload constraints—instructor grading load outside of class meeting time (and its equivalent for online classes)—should be kept in mind, although sometimes that distinction is difficult to maintain in reality. The former are included in the rubric, the latter are listed under the rubric; both are considered in determining class maximums*
Lecture 36-55	Common characteristics of many classes, but especially of lecture include: • Significant classroom time involves instructor speaking or presenting to entire group that typically encourages questions • May involve Interactive exercises, such as clickers • May include pairing or group work requiring instructor to monitor • May include innovative learning practices *Note: The provisions for extended lecture (class sizes of 48 and above, are described in Article 32.04. Extended lecture may require different activities more suitable to enrollments of up to 200 and require reader or TA support.)
Lecture, **Discussion based** **35**	In addition to common characteristics: • Significant class time spent on highly interactive instruction and participation • Student contributions are critical to content of the course (i.e. students are constructing knowledge) • Analysis or interpretation of primary texts • Close reading of texts for comprehension • Analytical writing assignments • Dialectical elements– (debate, discourse among individuals with different viewpoints, reasoned argument)
Lecture, **Writing Intensive** **30**	In addition to common characteristics: • Significant class time is spent in highly interactive participation, analysis, and/or interpretation of primary texts • Writing exercises may be done in class • Peer critiques of writing
Lecture, Language Arts and ESL **28 - 35**	In addition to common characteristics, • Significant class time spent on developing verbal and written skills in a world language • Class time may require pronunciation practice, speaking, interaction with instructor and/or other students • Grammar instruction
Lecture, **Quantitative and Applied** **28-35**	In addition to common characteristics, • Significant class time spent on active problem solving that needs instructor guidance or oversight • Significant class time is spent mathematical reasoning, problem solving, computer programming, and/or research methods • Significant class time spent on students applying skills in a computer lab or other setting

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|---|---|
| **Lecture, Basic Skills** 25-35 | In addition to common characteristics,
• Significant class time spent on developmental learning activities to increase college readiness or improve foundational skills such as math, reading, and writing
• Interactive
• Nature of course or course prerequisites make it likely that students enrolled will require greater-than average instructor time to succeed |
| **Lecture, Performance** 25 | In addition to common characteristics,
• Significant classroom time is devoted to individual in student performances such as speeches, presentations, or skill demonstration
• Every student is required to perform. |
| **Lecture, Other** Case-by-Case | In addition to common characteristics,
• Lecture classes that do not fit into any categories above
• Class limit will be determined on case-by-case basis |
| **Laboratory, physical education**
<mark>20-40</mark> | Kinesiology, Athletics and Dance education.
• Significant time spent in guiding physical activities and practice
• Safety issues are important. |
| **Lab, individualized*** 24-30 | • Significant time spent with instructor providing guidance for "hands on" lab activities and helping students individually.
• Safety concerns may be paramount
• Classroom time could spent on location in outdoor, business or industry settings.
• Class size may be limited by safety issues.

*Note: In many sciences areas, the lecture component may have a different class size, often a combination of labs
*Note: Instructional Aide or Science Lab Instructional Assistant may be available to assist. |
| **Lab, Open Entry or "drop in"** | • Computer labs with self-paced study
• Open entry/open exit labs for drop in help or an attendance requirement
• English Writing Center
• Math Lab
• ESL or College Skills lab
  *Note – typically a high limit is set simply to allow students to enroll and the college to collect apportionment |
| **Lecture/lab, blended** 15-30 | In addition to common characteristics,
• Lecture blended with "hands on" lab instruction in the same class session.
• Lab activities may determine the class size.
• Safety issues may be paramount |

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	• Licensing requirement may limit class size
Other	• Work experience and Community Involvement– determined by a formula from State with load allocated per student • Apprenticeship - determined by the Apprenticeship program • Clinical Teaching (in health care setting) – teacher to student ratio set by outside regulators • Class sizes mandated by regulations, for example Public Safety disciplines • Language Lab – seats established by language lab – considered Distance Ed, and can be accessed from home computers

Instructor Workload Grading Factors

In addition to class activities and characteristics, the Class Size Advisory Committee will consider the grading workload of the instructor. Grading workload may include any combination of the following **as documented in the Course Outline of Record** (not by individual instructor preferences). Examples include, but are not limited to the following:

Homework

- Computerized grading of homework
- Homework that can be graded by a reader or PAL (if available)
- Homework that can only be graded by a qualified instructor
- Grading primarily for grammar or language acquisition
- Grading of a high volume of work

Examinations

- Grading using Scantron, multiple choice questions, or fill in
- Grading short answer questions
- Grading primarily for accuracy or content
- Essay based examinations in class
- Take home written examinations

Project Based Grading

- Project based learning (grading of group work)
- Grading of projects that involve significant technical details
- Grading of portfolios
- Grading of case studies
- Grading of project presentations done in class

Other types of grading

- Grading of technical drawings or grading requiring attention to every detail
- Grading of visual arts and creative work
- Grading of computer programming language

Grading of Writing

- Grading primarily for grammar and punctuation
- Grading of journal writing primarily for content
- Grading of chat rooms or blog posts for content or participation
- Complex grading requiring high level of instructor attention and decision making
- Grading for rhetorical strategies, reasoning, structure of the argument
- Grading for critical thinking in analytical or reasoned prose
- Grading of debate, reasoned discourse, and reasoned arguments
- Volume of writing (low, moderate, intense)