

Class Maximum Rubric for Discussion (version 5)

January 28, 2016 DRAFT

Category	Representative courses and current class maximums	Class Activities and Pedagogy related to class maximum	Grading Factors related to class maximum
<p>Lecture 40 or 45</p> <p>Extended Lecture 48 & above</p>	<ul style="list-style-type: none"> • Administration of Justice (30, 35, 40, 50) • Art History lectures (45) • Business Admin (40, 45) • Environmental Tech (40) • History (35, 40, 45) • Media (Film appreciation) • Psychology (40, 45, 56) • Sociology (45) • Political Science (45) • Real Estate (40 - 50) • Theatre Arts lecture (40) 	<p>Common characteristics potentially common to other class limits.</p> <ul style="list-style-type: none"> • Classroom time often involves instructor speaking or presenting to entire group • Typically encourages questions • Interactive exercises, such as clickers; • Group work. • Instructor-Student Relationship quotient (emails journaling, response cards) • Worldview challenge quotient (courses inherently threatening to cherished ideas that need faculty-student individualized processing, such as religion, sexual orientation, racism) 	<ul style="list-style-type: none"> • Varies depending on objective vs. subjective grading practices (Need more specifics here) • 0-3,999 words of writing • Scan Tron or objective grading possible • Project based learning – graded projects (grading time varies considerably) • Guaranteed reader support 2 hours for every student over 45 (3 hours for hybrid courses) • Grading depth and complexity • Grading for reasoning, structure of the argument or prose • Grading for mechanics of writing (grammar, spelling etc.)
<p>Lecture, Discussion (baseline level)</p> <p>35</p>	<ul style="list-style-type: none"> • COMM 5, 6, 7 (interactive) • Humanities (primary texts) • Philosophy (primary texts) 	<p>In addition to common characteristics:</p> <ul style="list-style-type: none"> • Highly interactive pedagogy and participation • 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) 	<ul style="list-style-type: none"> • Grading depth and complexity • Grading often involves writing exercises or written essays • 2,000 – 3,999 words analytical writing • Graded blog posts
<p>Lecture, Writing Intensive</p> <p>30</p>	<ul style="list-style-type: none"> • ENGL 1A (30) and most literature/writing • Journalism 1, 2, 52 (30) • PHIL 3: Critical Thinking 	<p>In addition to common characteristics:</p> <ul style="list-style-type: none"> • Classroom time is generally highly interactive participation • Highly interactive pedagogy and participation 	<ul style="list-style-type: none"> • Grading workload is heavy. • Grading on rhetorical strategies, grammar and mechanics of writing. • Grading for critical thinking, reasoned prose

Category	Representative courses and current class maximums	Class Activities and Pedagogy related to class maximum	Grading Factors related to class maximum
	<ul style="list-style-type: none"> PHIL 5: Critical Thinking and Writing (30) ENGL 5: Adv. Composition & Critical Thinking (30) SPCH 9: Critical thinking & Argumentation (20) 	<ul style="list-style-type: none"> Analysis or interpretation of primary texts Reading comprehension techniques Brief writing exercises in class Peer critiques 	<ul style="list-style-type: none"> Readers could assist with grammar, but instructor must read for content. ENGL 1A = 4,000 UC = 6,000 Recommend reader support for every student. Higher for 6,000 words
Lecture, Language Arts 28 - 35	<ul style="list-style-type: none"> ASL (28) –needs line of sight ESL (28) ITALIAN (28) SPAN 1,2,3,4 (35) FREN 1,2,3, 4 (35) 	In addition to common characteristics, <ul style="list-style-type: none"> Includes both credit and noncredit ESL Class time requires pronunciation practice, speaking, highly interactive, Grammar instruction 	<ul style="list-style-type: none"> High level of grading Grading may involve frequent small assignments and detailed grading. Reader help could be effective.
Lecture, Quantitative Skills 28-35	<ul style="list-style-type: none"> Some Computer classes (34) Economics (35) All Math Classes (28)*often take entire wait list PHIL 4: Symbolic Logic (35) PSYCH 1B: Research Methods (30) 	In addition to common characteristics, <ul style="list-style-type: none"> significant, active problem solving; mathematical reasoning, problem solving computer programming, or Research methods. 	<ul style="list-style-type: none"> High levels of grading Frequent homework assignments. Reader help could be effective in lower level classes. Computerized grading is utilized in some classes. Recommend specialized reader support for programming
Lecture, Applied 30	<ul style="list-style-type: none"> Many Computer Studies lecture courses, such as Adobe Photoshop, web design LIR 10 (30) 	In addition to common characteristics, <ul style="list-style-type: none"> The instructor lectures intermittently, and students immediately apply principles in a computer lab 	<ul style="list-style-type: none"> Recommend lab assistants in computer software classes
Lecture, Basic Skills 25-30	<ul style="list-style-type: none"> College Skills (25, 28) 	In addition to common characteristics,	

Category	Representative courses and current class maximums	Class Activities and Pedagogy related to class maximum	Grading Factors related to class maximum
	<ul style="list-style-type: none"> 300 level English (25) Chemistry, Biology basic skills (18) 	<ul style="list-style-type: none"> Developmental activities to increase college readiness or improve foundational skills such as math, reading, and writing <ul style="list-style-type: none"> Interactive 	
Lecture, Performance 25	<ul style="list-style-type: none"> SPCH 1A: Public Speaking SPCH 60: Communication Skills 	Significant classroom time devoted to speeches, presentations, or skill demonstrations by every student.	<ul style="list-style-type: none"> Grading time may be reduced by in-class grading.
Lecture, Other Case-by-Case		<ul style="list-style-type: none"> In addition to common characteristics, Lecture classes that do not fit into any categories above Limit determined on case-by-case basis 	
Laboratory, physical education 20 and up	Kinesiology, Athletics, Dance: Aquatics (20 - 30) Athletics (30) Combative (30 – 50) Dance (30-40) Fitness classes (30-50) Team Sports (30-50)	Kinesiology, Athletics and Dance education. <ul style="list-style-type: none"> Classroom time frequently involves physical activities and practice time. Safety issues are important. 	Much grading performed during class.
Lab, field based 20-25	Field based courses in disciplines such as Agriculture, Biology, Natural Resources Management	<ul style="list-style-type: none"> Classroom time spent on location in outdoor, business or industry settings. Class size limited by activities and possible safety issues. 	Some activities graded during class. Some grading of outside homework.
Lab, individualized* 24-30 *Note: the lecture component may have a different class size, often a combination of labs	<ul style="list-style-type: none"> Most science labs, such as: Anatomy, Biology, Chemistry Physiology (24) Public Safety Labs Studio Art labs (most 30, some at 25) 	<ul style="list-style-type: none"> Classroom time spent with instructor providing guidance for lab activities and helping students individually. Safety concerns may be paramount 	<ul style="list-style-type: none"> May require lab reports and some grading outside class Many labs have in-class lab assistants

Category	Representative courses and current class maximums	Class Activities and Pedagogy related to class maximum	Grading Factors related to class maximum
	<ul style="list-style-type: none"> • Many CTE labs, such as Culinary, Fashion, Floristry, CAD lab • Many Health Sciences labs • Many Agriculture labs 		
Lab, Other Self-paced labs Open entry/open exit labs Case-by-case basis	<ul style="list-style-type: none"> • DRD classes 	<ul style="list-style-type: none"> • 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 labs 	
Lecture/lab, blended 15-30	<ul style="list-style-type: none"> • Animal Health (Vet Tech) • Art (most studio art is 30, and some 25) • Auto Technology • Theatre Arts Acting • Music Performance • Machine Tool Technology 	<p>In addition to common characteristics,</p> <ul style="list-style-type: none"> • Lecture blended with “hands on” instruction in the same class session. • Lab component may determine the class size. • Safety issues may be paramount • Licensing requirement may limit class size, such as Automotive Repair requires 1 licensed instructor per 25 students in lab and 1:50 in lecture. 	<ul style="list-style-type: none"> • Peer assisted tutoring or lab assistants often effective in these classes

Class Sizes Established by Outside Factors

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

Areas the Committee will ask for clarification and discussion with departmental representatives:

Why do different lecture classes within the same discipline have different class limits? Are there pedagogical differences?

Why do different CTE lectures have different class limits? Are there pedagogical differences?

Why do a few disciplines have lecture classes of 30 while most disciplines have lecture class limits of 35 and above? Are there pedagogical differences?

Why do some Basic Skills classes have a class limit of 25 and others 30? Are there pedagogical differences?

Advisory Input. The committee is seeking advice from departments on the following questions:

ENGL 5, PHIL 5, SPCH 9: Why do intensive writing classes that fulfill the IGETC “Critical Thinking, English Composition” requirement, all requiring 6,000 words of writing all have different class limits? ENGL 5 (20), PHIL 5 (30), SPCH 9 (20)

ESL & MCL & ASL: Should ESL (30) and Modern and Classical Languages (35) have the same class size? Are there pedagogical reasons for the difference? ASL is different due to line of sight issues (28).

PHILOSOPHY: Should Philosophy 3, Critical Thinking, have a smaller class size than other Philosophy lecture classes due to levels of analytical writing?

PHYSICS and ENGINEERING: Are smaller lab capacities in Shuhaw constraining class limits? What would be the ideal lab size in the new STEM building?

Basic Skills, Math, English, College Skills, Biology Chemistry