

Fullerton/Cypress Class Size Planning & Resource Document
Approved by FC, CC and DCCC – Spring 2007

Statement of Philosophy: While the Curriculum Committee supports the use of this sheet in promoting student success and the economic feasibility of the College, we strongly feel that issues of pedagogy and class size are best determined by recognizing the recommendations of the individual faculty members, departments, and divisions involved.

Assumptions:

1. The purpose of this document is to minimize the differences between class sizes for particular classes at Cypress and Fullerton. Departments at both campuses offering similar courses are encouraged to discuss and agree upon class size prior to submittal of curriculum.
2. In determining class size, faculty should balance four competing concerns: pedagogy, enrollment patterns, labor equity, and economic feasibility.
3. Class size should not be set based on classroom and/or equipment availability.
4. Class size for courses with an online component will be the same as on-site courses.
5. Clear course methodologies should appear in the course outlines to reflect the appropriate class size.
6. Safety, Health, State/Accrediting Regulations, and Vocational Advisory Committees supersede the following descriptions.
7. Classes that differ from the grid need to be justified through the curricular process.
8. Any class with a class size of less than 35 will only be offered as a multiple section under extraordinary circumstances.

Instructional Method	Class Size	Descriptions
Lecture/Discussion	45	The primary mode of instruction is lecture and may include discussion and/or group learning. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.
Lecture /Discussion/ Group Learning / Student Presentations	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.
Individualized Instruction/Group Learning/ Student Presentations	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.
Extensive Writing	27	Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental classes, the amount of words may be less, but the amount of assignments and scope of assessment are similar to a transfer-level course.
Individualized Instruction	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.
Internship/Field Practice	25	Classes in which the instructor coordinates internship/field practice opportunities and supervises students individually at different locations.
Lab – Standard	35	Labs in which the instructor supervises students as they proceed in their work and answers questions, but does NOT provide extensive individualized feedback/evaluation on a regular basis.
Lab – Individualized Feedback/Evaluation	25	Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports)