

MAXIMUM COURSE CAPACITY GUIDELINES

General Course Capacity Guidelines	Caps
Except when specified below, all courses with an emphasis on lecture, demonstration, and/or discussion: for example, ACH 120 Theory and History of Architecture, EET 250 National Electrical Code, MAT 150 College Algebra, SOC 101 Introductory Sociology	32
Except when specified below, all courses with significant, integrated application or professional skill and practice components such as hands-on computer work, field experiences, production of models, science labs: for example, ACH 100 Construction Documents I, BIO 113 Introduction to Biology Lab, CIT 110 Operating Systems Concepts, IECE 170 Observation and Assessment	20
Other Course Capacity Guidelines	Caps
Co-ops/Internships/Practica: for example, AUT 199: Cooperative Education	20
Courses meeting the oral communication general education requirement: COM 181, 252, 281, 287	25
Courses that target at-risk populations: FYE 105	25
Developmental English courses, developmental reading courses, and MAT 55	20
Developmental mathematics courses: MAT 65, MAT 85	25
ESL courses	18
Highly automated online courses*: for example, AHS 115, OST 101	50
Language courses: ASL, FR, RAE, SED, SPA	25
Performing and Studio Arts	20
Writing courses: ENG 101, 102, 105, 203, 207, 230, 231; JOU 101, 204; OST 235; TEC 200	25

External Mandates

When an external board or an accrediting agency mandates a maximum course capacity, the college will adhere to these mandated course capacities.

Exceptions

1. Room constraints, equipment constraints, and safety guidelines that do not allow for maximum course capacities consistent with these guidelines will result in lowered course capacities in those sections with such constraints.
2. All courses where the associated, integrated lab component(s) dictate capacity of the didactic section.
3. For selective admissions programs, course capacities may be altered to account for the number of students admitted into such programs.
4. Other exceptions require approval from the Vice President of Academics.

* Highly Automated Online Courses

- The course is most often prebuilt before students begin work and require little if any preparation by the instructor.
- Little or no manual grading is required of discussion boards, quizzes, exams and other assignments.
- Feedback on assignments is automated and requires few, if any, direct responses from the instructor.
- The instructor or CMS checks to make sure students are reaching milestones. The CMS may notify instructor and student of missed milestones. If milestones are not being met, instructor intervention takes place.