



# Repeatability, Yet Again...

ASCCC Curriculum Regional  
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# Topics:

- I. What's Changed?
- II. The View from the Soapbox
- III. Repeatability: When, Why, How?
- IV. Course Families
- V. Curriculum Committees
- VI. Questions and Answers



David Bowie never worried about changes.

## I. Ch-ch-ch-ch-changes!

**(Turn and face the strain)**

# What's Changed?

## Three Primary Changes:

- New limitations on when a course can be designated as repeatable.
- New parameters that limit enrollment in course “families.”
- Shift of old justifications for course “repeatability” to student “repetition.”

# What's Changed?

## §55000: Definitions

- Active Participatory Courses, Courses Related in Content, and Intercollegiate Competition Courses.

## §55040: Student Repetition

- Extenuating Circumstances, Work Experience, Legally Mandated Training, Special Classes, Course Families.

## §55041: Repeatable Courses

## §55043: Lapse of Time

## §58162: Intercollegiate Athletics

## II. ERIK'S SOAPBOX



The View From Up Here is Stunning!!!

# From the Soapbox

Begin with Three Basic Assumptions

- Nothing is Repeatable
- Everything is in a Family
- This is Not Going Away



# From the Soapbox

In conversations with faculty, start by:

- Encouraging disciplines to take a hard look at their program's mission and roles.
- Reviewing how program missions fit within the college, district, and system missions.
- Identifying misaligned courses or programs.
- Asking disciplines to make honest assessment of student need vs. faculty interests.

# From the Soapbox

## Critical Questions for Discipline Faculty:

- What do students need to earn a degree or transfer?
- What courses best prepare art, music, dance, theater or physical education students for work, a degree, or for transfer to your local or primary baccalaureate programs?
- Are there additional, non-course transfer requirements in the discipline? Portfolios? Auditions?
- How can you prepare students for degree or transfer without relying on repeatable courses?



## III. Repeatability: When, Why, How?

Repeat after me, “Repeat, repeat, repeat.”

# Repeatability: When?

A course can be designated as repeatable when:

- Course repetition is **necessary** to meet the major requirements of CSU or UC for completion of a bachelor's degree.
- The course is designated as Intercollegiate Athletics.
- The course is designated as an intercollegiate vocational or academic competition course.

# Repeatability: When?

But what about when it's...

- A Special Class?
- Selected Topics / Experimental?
- Required for Professional Licensure or Legally Mandated Training?
- My Favorite Class That Won't Fill Without Repeaters?



**Courses are  
NOT  
Repeatable  
for These Reasons**

# Repeatability: Why?

Because I can, does it mean I should? Ask:

- Do students really need to repeat this course?
- Is there another way to meet student needs without relying on repeatability?
- Is designating this course repeatable aligned with the mission, local standards, and T5?
- Am I doing this for curricular reasons or to protect a favorite class or teaching load?

# Repeatability: How?

- Local committees develop a process that provides guidance and sets standards.
- Make evidence-based decisions and retain that evidence in compliance with T5.
- Find evidence in catalog language, articulation agreements, TOP Codes, etc.
- Focus on alignment with likely transfer institutions.

# Repeatability by Discipline

## Visual Arts:

- Not likely.

## Performing Arts:

- Perhaps some repeatability.

## Intercollegiate Athletics:

- Yes, with restrictions on total hours.

## Other Disciplines:

- Competitive Forensics, Model UN, maybe others.

# IV. Course Families



D'oh!!

# Course Families

Courses must be organized into families when:

- They are “Active Participatory Courses” (§55000)  
AND
- They are in Physical Education, Performing Arts, or Visual Arts

# Course Families

- Defined as Courses Related in Content:  
“Courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each level or variation.” (§55000)
- Limits student enrollment to no more than four takes per family.
- Restriction applies at the district level for multi-college districts.
- All takes resulting in a symbol on the grading record count towards the four takes.

# Course Families: Why?

*“...district...may not permit student enrollment in active participatory courses...in physical education, visual arts or performing arts that are related in content... more than four times for semester courses or six times for quarter courses” (§55040)*

In short, to reduce enrollment in these disciplines across the state.

# Course Families: Examples

## Visual Arts:

- Painting, Drawing, Foundations, Printmaking, Portfolio Development, etc.

## Music:

- Small Ensemble, Vocal Technique, Applied Music, etc.

## Theater:

- Technical Theater, Theater Performance, Musical Theater, etc.

## Physical Education:

- Swimming, Yoga, Resistance Training, etc.

## Dance:

- Jazz, Modern, Ballet, etc.

# Course Families: Principles

- Be conservative.
- Balance compliance against student needs.
- Follow standard academic definitions and organization in each discipline.
- Listen to discipline faculty, but verify claims.

# Course Families: FAQs

- How many courses can be in a family?
- Why do I have to organize one or two courses into a family?
- Can someone just tell me what families we should use?
- Do I have to create families for every discipline?
- Can I create a family for every course?
- How do I define “Visual Arts” and “Physical Education?”

# V. Curriculum Committee



Curriculum Wild Things in their native habitat.

# Curriculum Committee: Timeline

By Fall 2013:

- Eliminate repeatability on courses except as provided in new regs.
- Organize existing courses into families as described previously.
- Record changes in online catalogs, not necessarily print versions.
- Collect and retain evidence justifying repeatability.

# Curriculum Committee: Timeline

## Ongoing:

- Flesh out course offerings in families as needed.
- Assign new courses to families.
- Monitor impact of changes on students and programs, remaining open to altering families and repeatable designations.

# Curriculum Committee: Process

- Educate your committee members.
- Develop local standards to maintain consistent application of new regs.
- Consider creating a streamlined process to handle the changes, including shortened steps and mass changes / votes.
- Work closely and compassionately with faculty in the affected disciplines. Change is hard.



# Questions?