



Principles for Developing Families of Courses

Proposed changes to title 5 regulations significantly limit what courses may be deemed repeatable by establishing that all classes are not repeatable except in three specified categories.

§ 58161

(b) A district may claim state apportionment for an enrollment in a credit course for the attendance of a student who receives a satisfactory grade, as defined in section 55000, one time unless an exception applies.

In addition, proposed changes limit, with a few exceptions, a student to one enrollment in active participatory courses (formerly referred to as activity courses) in physical education and in visual and performing arts (§ 55040(c)). What has not changed is the number of active participatory courses that students can take if the courses are related in content (commonly referred to as a family of courses). While students will not in most cases be allowed to repeat a specific active participatory course, they can still enroll in a series of active participatory courses that are related in content a maximum of four times.

Activity courses in physical education and in visual and performing arts were previously deemed repeatable as a means for allowing students to “gain an expanded educational experience each time the course is repeated” and to demonstrate that “skills or proficiencies are enhanced by supervised repetition and practice within class periods or that active participation in individual or group assignments is the primary learning activity” (title 5 §55041, existing language). According to the existing language of title 5 §55041, repetitions were limited to three (for a total of four enrollments) for levels in the same activity (e.g. “Beginning Aerobics, Intermediate Aerobics, Advanced Aerobics”) or in variations of the activity (e.g., “Masters Swimming, Distance Swimming, and Swimming for the Triathlete”). These courses were considered “sets” or “families” because they were comprised of a similar activity.

Recently proposed changes to title 5 have altered some of the previous definitions, focusing attention on the curricular need for the course repetition rather than on a broader framework. The term “activity courses” has been deleted from §55041, and courses that were previously designated as repeatable under this definition may no longer be repeatable. However, title 5 §55000 will now define “active participatory courses” as “those courses where individual study or group assignments are the basic means by which learning objectives are obtained.” The same section of title 5 defines “courses that are related in content,” or families, as “those courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each variation.”

Finally, title 5 §55040 will now state that “The policies and procedures adopted by the governing board of each community college district pursuant . . . may not permit student enrollment in active participatory courses, as defined in §55000, in physical education, visual arts or performing arts that are related in content, as defined in §55000, more than four times for semester courses or six times for

quarter courses.” Taken together, these definitions and changes make the designation of families a very important issue for local curriculum committees. The current interpretation of title 5 allows for no more than four levels or experiences within a family such that each course may only be taken one time unless the course meets the new criteria for repeatability under title 5 §55041.

Because, with few exceptions, under the proposed regulations students can only take each of the specified active participatory courses once, many colleges may need to create levels of some of those courses that were previously designated as repeatable and establish those courses as families. While the regulations regarding repeatability and active participatory courses have changed, the instructional justification for creating such courses remains. The spirit of leveling or dividing courses for repetitions has been and should continue to be to provide students with an opportunity to build their knowledge, skills, abilities, and fitness levels in physical activity courses within a set or family of discreet individual courses. The need to develop leveled or distinct courses should be founded on these principles and should be done to ensure programmatic needs are met, where appropriate.

The primary drawback to creating leveled courses or to separating out distinct materials or technologies is that scheduling these more specialized courses and meeting local minimum enrollment requirements may pose difficulties. When local colleges create multiple courses or course levels, the courses may be offered simultaneously rather than scheduled separately, with the enrollment across all sections being counted together for minimum or maximum enrollment considerations, FTES computation, and teaching load. For example, a local college may create a Beginning, Intermediate, and Advanced Ceramics course sequence (CERM 100, 101, 102 for this example). CERM 100, 101, and 102 can then all be scheduled for Tuesdays and Thursdays from 9 to 12 with the same instructor.

A variation on leveling is to create courses with a more specific focus within an area of emphasis. For example, some colleges may split painting up into oil, acrylic, and watercolor courses or separate out relief printmaking from intaglio, lithography, or screen-printing. There are both curricular and pedagogical justifications for this approach. The primary concern with this approach is that receiving institutions (UC and CSU in particular) typically do not break up the curriculum in this way. Most schools in the CSU or UC systems only require one or two courses in any given medium for major transfer preparation. Local faculty should work closely with their articulation officers to assess the potential impact of this approach on students preparing to transfer.

At this time, individual colleges or districts may define specific families of courses as they choose. However, local curriculum committees are encouraged to be conservative in making such decisions. If colleges begin to define families of courses in unreasonably narrow ways, they can expect more changes to title 5 that might take away the right to make such decisions locally. The definition of “courses that are related in content” is not intended to be so narrow that it becomes inhibiting or useless, but neither is it intended to allow colleges to proliferate levels and active participatory courses by turning every course in the curriculum into a family.

Below are some examples of level development within a family and groupings where variations of an activity could comprise a family. These family divisions are not intended to be authoritative or absolute; again, the determination of family groups remains a local decision. Rather, the chart below is simply intended to demonstrate how families of courses might be organized.

Family Group	Possible Level Names or Distinct but Related Courses			
Tennis	Beginning	Intermediate	Advanced Intermediate	Advanced
	OR			
	Tennis 1	Tennis 2	Tennis 3	Tennis 4
Golf	Beginning	Intermediate	Advanced	Proficient
Swimming	Swimming 1	Swimming 2	Swimming 3	Swimming 4
	OR			
	Beginning Swimming	Masters Swimming	Distance Swimming	Swimming for the Triathlete
Jazz Dance	Beginning	Intermediate	Advanced Intermediate	Advanced
Modern Dance	Beginning	Intermediate	Advanced Intermediate	Advanced
Ballet	Beginning	Intermediate	Advanced Intermediate	Advanced
Resistance Training	Weight Training	Circuit Weight Training	Power Sculpting	
Yoga	Beginning	Basic	Advanced	
Theater Performance	Comedy Ensemble	Comedy Supporting Role	Comedy Starring Role	Tragedy Ensemble
	Tragedy Supporting Role	Tragedy Starring Role	Classical Ensemble	Classical Supporting Role
	Classical Starring Role	Modern Ensemble Role	Modern Supporting Role	Modern Starring Role
Musical Theater	Ensemble	Supporting	Starring	
Visual Art Fundamentals	2-D Design	3-D Design	Color Theory	
Painting	Introduction to Painting	Intermediate Painting	Figure Painting	Watercolor Painting
Sculpture	Introduction to Sculpture	Intermediate Sculpture	Ceramic Sculpture	Figure Sculpture

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Repeatability Changes: General Overview and Impact on Visual and Performing Arts

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David Morse, ASCCC Curriculum Chair
Kale Braden, Cosumnes River College
Erik Shearer, Napa Valley College



55000-Definitions

- Consolidation and Clarification
 - “active participatory courses”
 - “course repetition”
 - “courses that are determined to be legally mandated”
 - “courses that are related in content”
 - “intercollegiate academic or vocational competition courses”
 - “intercollegiate athletic courses”
 - “substandard work”



55040- Student

- Allow repeat due to extenuating circumstances
- Allow student to repeat a course in occupational work experience under the circumstances described in section 55253.
- Legally mandated training
- Significant change in industry standard—necessary for employment
- Permit a student with a disability to repeat a special class for students with disabilities any number of times
- Active participatory courses
 - “Family” limitations for physical education, visual arts or performing arts



55041-Course

- Repeatable Types of Courses
 - To Meet Major Requirements of CSU or UC
 - Intercollegiate Athletics (including related conditioning courses)
 - Intercollegiate academic or vocational competition
- Must Identify Courses
- All Grades Count



55043- Lapse of Time

- Significant Lapse of Time
 - No less than 36 months
 - Exceptions
 - Recency as a prerequisite for another course
 - Other higher education institutions requirement
 - Active participatory courses—repeat for this reason counts against total

58162-Athletics

- Intercollegiate Athletics
 - Limitation to 350 hours
 - No more than 175 hours in courses that focus on conditioning or skill development.

The Timeline

- Changes are expected to go into effect for Fall 2013
- Changes need to be noted in online catalogs, not necessarily print versions
- Curriculum Committees—how can you streamline processes for the changes?
 - Are all steps in your review process necessary in this case?
 - Can you do mass changes rather than one-by-one in some cases?

Questions on the Changes?

What details are still unclear?

Visual and Performing Arts

- Only courses which students are *required* to repeat to complete a B.A. degree at a CSU or UC can be repeatable
- Such courses are repeatable for all students, not just majors
- All takes of a course will count, including all evaluative and non-evaluative symbols awarded. (D, F, W, NP, etc.)
- Most visual or performing arts courses will not be repeatable

Evidence that course repetition is “required”

- Existing Articulation Agreements
- Articulation and transfer analysis with AO
- Catalog from Transfer Institution
- Resources:
 - Info.assist.org
 - www.assist.org

Visual and Performing Arts

- “Courses Related in Content” (families) Definition in Title 5:
 - “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.”
- Specific families can be defined locally
- Be conservative in defining families

Visual and Performing Arts

- What issues need to be resolved in revising your curriculum to reflect these changes?
- What options do you have?
 - Leveled course
 - Separate courses (more distinct content)
 - Auditing or community service (depending on changes)
 - Independent Study
 - Others?