

Repeatability

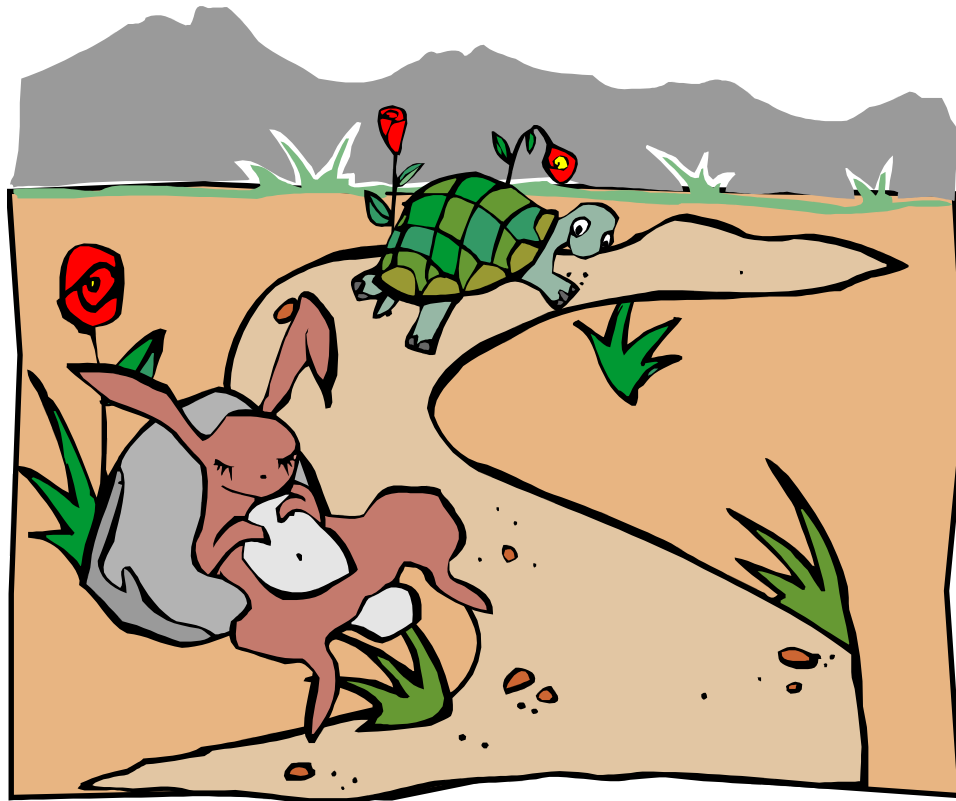
July 2011

Beth Smith and Randy Lawson
Co-Chairs of the System Advisory
Committee on Curriculum

Six Goals for the Session

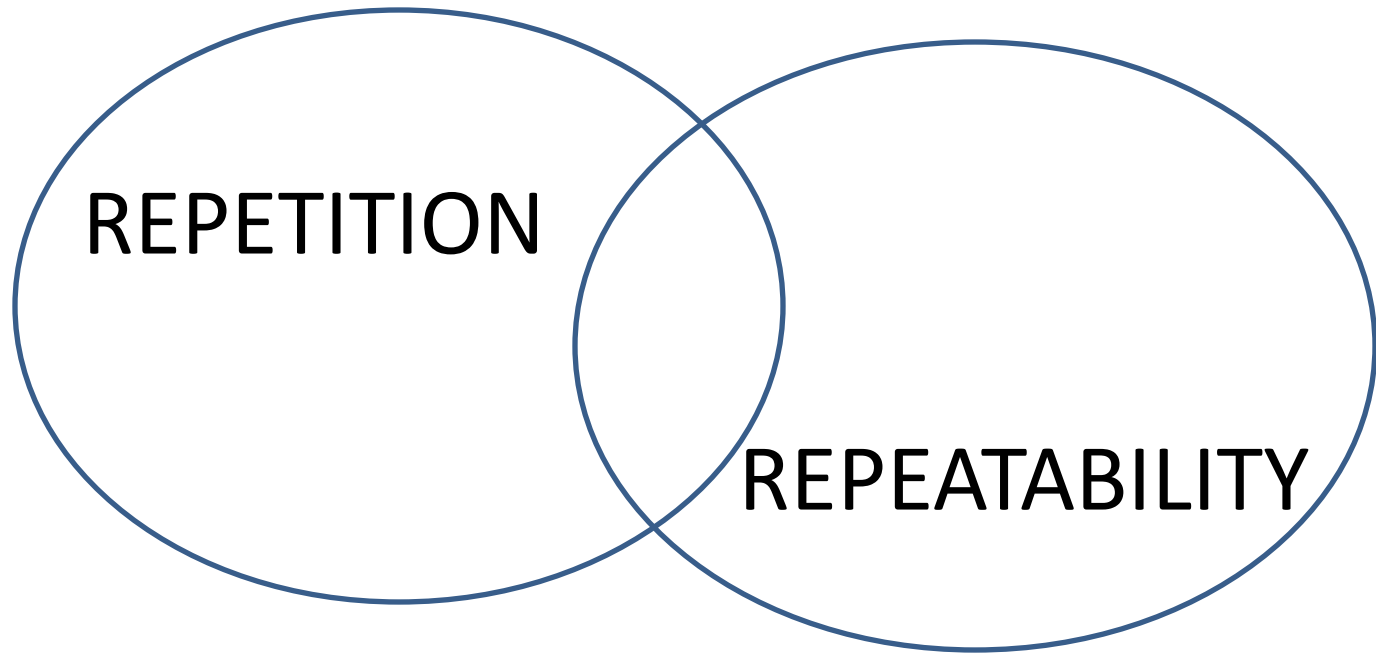
1. Realize that repeatability will change.
2. Influence the change for what we know is appropriate (possibly not ideal).
3. Review correct application of repeatability.
4. Identify courses that could be repeatable and explore new definitions.
5. Explore curricular solutions.
6. Have a plan to take to local curriculum committees.

Breathe and Think





Modifications to Repetition





What We Know

- Apportionment for repetition or withdrawal of courses will be capped at three “takes” per **course** per **student** per **district**.
- We have the fall to decide what to do with repeatable courses.

What Does This Mean for Curriculum?

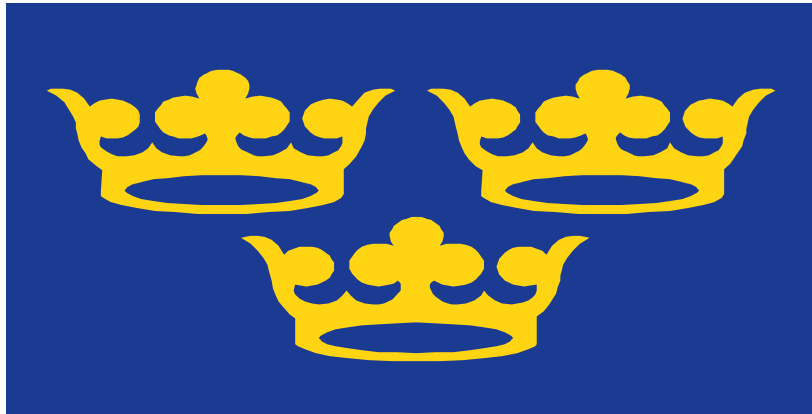
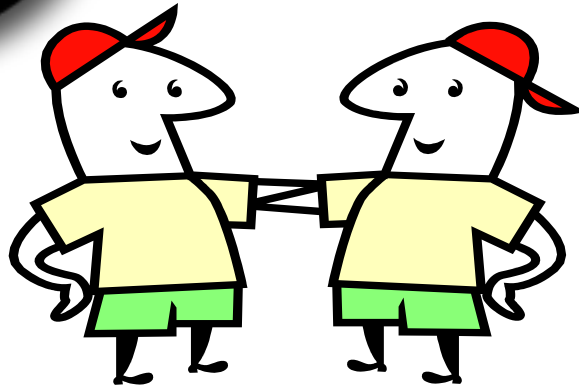
- No immediate changes for Fall 2011
- Possible rewriting of curriculum this year
- New definitions of repeatability on the horizon



Activity

Write down as many repeatable courses offered at your college as possible. Also write down the number of times each course is repeatable, if you remember.

How is Repeatability *Supposed* to Work?

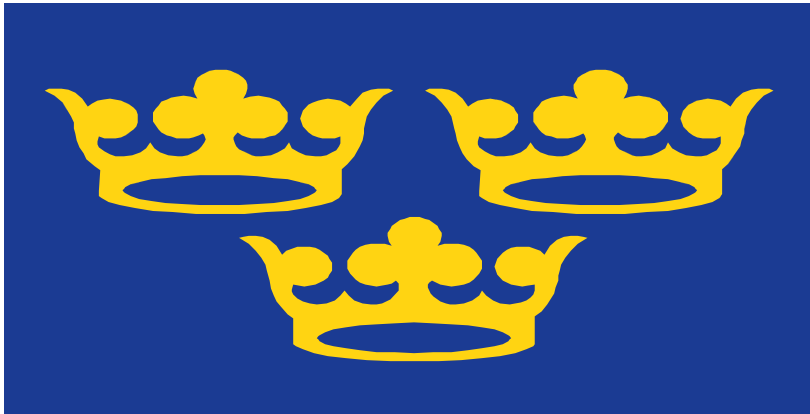
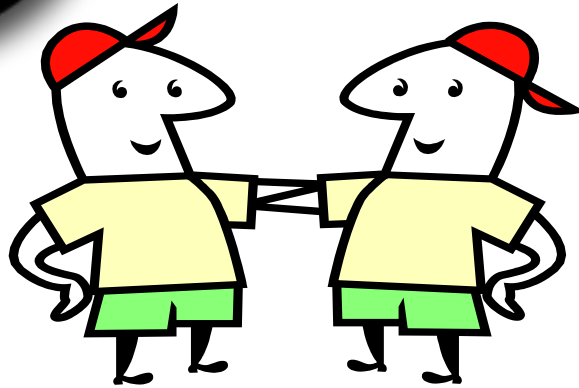




Title 5 § 55041

- When legally mandated
- When the content changes
- When a course is defined by the curriculum committee as an “activity” course

How is Repeatability *Supposed* to Work?



What is **NOT** repeatable

- Basic Skills courses (don't forget about the 30 unit limit for students taking basic skills)
- Foreign Languages
- ESL
- Everything else (personal development, study skills, most transfer courses, most CTE courses)

Legally Mandated

- CPR courses
- Licensing requirement

** Small number of courses should be in this category.

Course Content Changes

- Current Events Course
- Computer Application Courses

** Should be a small number of courses

Activity Courses



Limit of 4 Times

- One defined area (examples: tennis, watercolor painting, acting, orchestra)
- **Except** when the courses are needed for transfer in the major



Sticky Areas

- Yoga 1, Yoga 2, Yoga 3 – Still limited to 4 “takes” of yoga
- Jazz ensemble, Afro-Cuban ensemble, R&B ensemble, Folk ensemble – Still limited to 4 “takes” of performance ensemble
- Watercolor 1, Watercolor 2, Watercolor 3, Watercolor 4, Watercolor 5 – Still limited to 4 “takes” of watercolor painting

Repeatability for Activity Courses Means

Students have passed the course **AND** must take it again to fully learn the skills/knowledge in the course content, or

Students must take the course every term in order to stay equal with counterparts at the universities, to complement a performance unit

And

- Students earn college credit again for the same course
- Colleges earn apportionment each time the student takes the course

Other Important Considerations

- Students may not be able to apply all the units taken in repeatable courses to transfer.
- If a defined number of units from repeatable courses transfer, they may not apply to graduation from the university
- Chancellor's Office legal division is questioning the repeatability of any CTE course.
- Board of Governors does not want apportionment for multiple repeats of any course

- With the emphasis on preparation for work and transfer, repeatability **MUST** contribute to one or both.
- Student athletes and disabled students will probably have special consideration - do not include them in these discussions.



Activity

Looking at the courses on your list of repeatable courses,

1. Delete or cross-off any courses on your list that do not belong there.
2. Develop a new definition for those courses formerly referred to as “activity” since “activity” as a title is going away.



Activity

Next discuss why students should earn college credit for taking these courses again. Does this fit with your new definition?

Assignment for Local Curriculum Committee

- Review all repeatable courses to ensure that they comply with current regulations.
- Discuss new definitions for those courses that must be repeatable for student preparation for work or transfer. Be prepared to contribute to state work.
- Review all curricular options (audits, noncredit, open entry open exit, lab, etc.) that might help faculty achieve the same outcomes