

ASCCC Curriculum Committee
2014 Spring Curriculum Regional Meeting



COURSES RELATED IN CONTENT

TERMINOLOGY

- §55000 refers to “courses related in content” not course families.
- “Course family” used as shorthand in early discussions, and is now obsolete.



TITLE 5 §§55000

- Definition of 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)



PRINCIPLES AND INTENT

- Limitation on Enrollment
- Intended to reduce statewide apportionment in Visual Arts, Performing Arts, and PE by limiting students' ability to enroll over years and decades in same course groups.
- Retroactive to all previous enrollments and iterations of course.
- Applied to existing curriculum and any new courses developed in response.



WHAT IS EXPECTED OF LOCAL FACULTY AND CURRICULUM COMMITTEES?

- Organize all existing active participatory courses in Visual Arts, Performing Arts, and PE into groups of courses related in content.
- Develop local processes for ongoing review.
- Review groups proposed by faculty and approve or revise.
- Communicate changes to A&R, Counseling, etc.
- Revise policy and regulations.



OTHER CONSIDERATIONS

- Work with IT and A&R (or others) to ensure that limitations on enrollment by course group are applied correctly in enrollment management system.
- Consistent communication of limitations in catalogs, schedules, and online.



DEVELOPING NEW COURSES: SHOULD WE?

- Practice has been offered as a way to provide additional enrollments for students, with caveats.
- Ask, “Why do students need additional enrollments?”
 - Major requirements?
 - Professional standards?
 - Degree or certificate requirements?
- Ensure that choices to approve new course levels or variations is aligned with mission of system, college, and program.



VISUAL ARTS: COMMON PROBLEMS

- Faculty insist that courses are not that closely related:
- ◦Beginning Oil Painting is different enough from Watercolor to create two or more course groups, etc.
- Attempts to too finely define course groups in an attempt to circumvent regs.
- Determining which courses should be included under the definition of “Visual Arts.”



VISUAL ARTS: DEFINITION

- What constitutes a “Visual Arts” course?
- Commonly understood to apply to courses in painting, drawing, printmaking, sculpture, foundations, ceramics, crafts, jewelry, fiber arts, and related areas.
- Might apply to Photography, Digital Arts, and Design in some instances, but largely up to local determination.



P.E.: COMMON PROBLEMS

- Groupings that are too broad limiting student opportunity unnecessarily
- Leveling every course
- Viability of programs at small colleges
- Changing name & number to avoid retroactive nature of regulations
- What to do with P.E. theory courses for sports that must be repeated?
- Definition of “Physical Education”



DANCE: COMMON PROBLEMS

- Leveling all rather than making repeatable
- Over-leveling of non-majors courses
- Need to stack due to lack of FTE and enrollment numbers for higher levels
- Ability to address SLOs for concurrently taught levels
- Teaching Scheduling rotation
- Maintaining performance caliber



MUSIC: COMMON PROBLEMS

- Interplay between repeatable courses and enrollment limitations for courses related in content. Should repeatable courses be limited by placement in groups?
- Placement of small ensembles, vocal and instrumental, not used to fulfill ensemble requirements for transfer.
- Reluctance to limit enrollment in courses required for major: thin margin for student error.
- Groupings designed to address enrollment concerns for ensembles.
- Over-leveling for non-major courses.
- Maintaining performance caliber.



THEATER: COMMON PROBLEMS

- Large programs that rely on repeated enrollment by community may be resistant to limiting enrollment for fear of losing qualified actors for productions. Too many course groups result.
- Too-finely distinguishing between types of theater productions or over-leveling.
- Restrictions on use of Open-entry / Open-exit, Variable Unit course enrollment exceptions in the Arts and PE.
- Program or department mission re: transfer vs. career preparation. CTE Intent without designation.



COURSES RELATED IN CONTENT: FAQ

- How many courses can be in a group?
- Why do I have to organize fewer than four courses into a group?
- Can someone just tell me what groups we should use?
- Do I have to create course groups for every discipline with Active Participatory Courses?
- Can I create a group for every course?



ROLE OF DISCIPLINE FACULTY

- Review existing curricula.
- Organize into groups of courses related in content based on accepted discipline definitions.
- Rigorous examination of program mission, major preparation standards, professional standards, and transfer demands.
- Presentation of evidence and rationale to curriculum committee.



CURRICULUM COMMITTEE

- Reviews course group proposals from faculty.
- Approve, send back for revision or further explanation, deny proposal. Ongoing!
- Review of rationale and evidence including major preparation, articulation, transfer and baccalaureate standards.
- Rigorous review for alignment with mission.
- Responsible for ensuring that all course group proposals adhere to regs, in letter and principle.
- Review and group placement of future courses.



ADMINISTRATION

- Varies based on role of administration in local curriculum process.
- Should be part of discussion, if not decision, at the committee level.
- Should work proactively with departments to review rationale and proposal prior to submission.
- Provide input re: administrative concerns including scheduling, load, enrollment, etc.



BOARD OF TRUSTEES

- Depends on local curriculum policy and process.
- Committee or Senate should work with Administration to avoid Board micro-management.
- To be informed on why and how these decisions are taking place.



BALANCING LOCAL CONTROL AND COMPLIANCE

- Be conservative.
- Follow standard academic definitions and organization in each discipline.
- Listen to discipline faculty, but verify claims.
- Take care that every course in the curriculum isn't separated into levels or variations.
- Only develop new courses when justified.
- Balance responding to local needs with aligning with letter and intent of regs.



RESOURCES

- www.asccc.org
 - State Academic Senate
- www.ccccurriculum.info
 - Resources for Curriculum Chairs
- www.cccco.edu
 - Chancellor's Office

