Supplementary Instruction Lab Courses

Purpose

These courses should provide extended instructional opportunity that directly supports success, access, and/or equity in a primary course. The limitations on access inherent in teacher-student ratios, full and overfull sections, reduced or non-existent office hours for adjunct faculty, and limited class time combine with the idiosyncrasies of students—hours for school, academic background, learning style, pace at which material is learned, and need for repetition or practice. The combination of institutional limitations and student variance can and should be addressed in supplemental instruction courses, to give the institution greater flex and ability to foster student success.

Such courses can be linked to a discipline, a course, or even a section; which is to say, the courses can cover more universal skills and/or knowledge or more narrow course specific skills and/or knowledge. Such courses can provide for a range of instructional opportunity: practice in essential skills that encourages facility and applicability with learning in primary course; practice with concepts, calculations, rubrics, logic that are fundamental to a discipline; practice with tools, technology, software, equipment that are specialized to a discipline or field.

Research and Evaluation

The EMCs will actively evaluate supplementary instruction courses in order to provide proper institutional support. Institutional support can take many forms:

- technology needs to make practice possible,
- research to collect data on the effectiveness of these courses
- data on how the courses are utilized
- survey type data on how students experience these courses,
- help with tracking and reporting of student contact
- coordination between disciplines when knowledge or skills are transferable or shared.

Timing

To include the courses described in this packet (assuming you do not already have them in your discipline) into your discipline plans for 2003-04 you must submit a revised or new course outline to the curriculum committee. This process and the timing are described below. The CEMC is willing to help you with all aspects of the work related to such a course. Please contact Rosalie Woergoetter and indicate clearly that you need help with a Supplemental Instruction Lab course. You can reach her by email or at x6994. She will direct your request and it will be responded to promptly. Sample course outlines will be available upon request. Sorry about the short turnaround time for this year's cycle of discipline plans, lots of preparation and coordination had to go into this.

Zero Unit Options

It is important that each discipline choose which option works best for their students and fits best with their courses. If any faculty would like to explore which options work for their discipline, please contact us at the contact email addresses at the end of the packet.

Co-Requisite

In order to be enrolled in this type of course, the student must be enrolled in a primary course served by the zero-unit lab. Students in this co-requisite course/lab are not required in the course outline to attend a set number of hours. These courses are open-entry, open-exit and can be used by students in an irregular or regular pattern. These are credit courses and employ positive attendance to report student contact hours and can be used by students for variable hours, with up to 10 hours per week for apportionment.

An instructor of a primary course can create and sponsor learning activities that are generic to a course or discipline or that are very specific to a given section of a course at a given time. (Blackboard is an excellent tool for giving instructors great flexibility in providing supplemental instruction in an on-campus lab.) Instructors can also provide this type of supplementary instruction by sponsoring activities beyond primary class time that directly relate to course objectives in the primary course outline. These activities can include: computer assisted instruction, one-on-one tutoring, small group discussion or tutoring, mastery learning assignments, supervised hands on practice with district equipment or instructor approved techniques, or break out teaching sessions focused on a particular content area, theme, or skill.

Embedded Lab Hour

The primary course can have a one supervised lab hour attached to the primary course; for example, a three-hour lecture and one-hour lab course worth three units. These courses are common and the lab hour is worth zero units. The course outline requires student participation in this extra lab hour. The basic Carnegie Standards for attributing student units for lab instruction are: 3 hours per week for 1 unit, 1½ hours per week for ½ unit. A 1-hour required lab component does not meet this threshold so it is worth zero units. This type of lab hour is counted as a regular WSCH census hour. (In both options, this zero unit lab does not add any additional cost to the student while it expands their learning opportunity.)

Course Outline

Each supplementary instruction lab course must have a course outline on record that shows how the course helps students meet the objectives of the primary course. Typically, the supplementary lab course requires activities pertaining to the assignments and exams of the co-requisite credit course. In addition, the curriculum committee will conduct a content review analysis to validate the primary course and co-requisite course linkages. Since no credit is earned, assignments that require instructor-mediated or technology-mediated instruction related to the co-requisite credit course typically would form the basis for assignments in the zero-unit lab course.

Later in the packet there will be curriculum timelines and instructions on how to prepare the packet to present it this spring in order to possibly offer the course in the fall. The Curriculum Committee has been generous enough to agree to an expedited process for these courses.

A few examples of typical course objectives:

CSCI Computer Science

Upon completion of this course, the student will be able to:

1. Read and interpret computer-related assignments.
2. Design a computerized solution to solve the assignment.
3. Write the solution to be executed on the computer.
4. Implement the solution on the computer.
5. Execute and debug the solution until it is error free.

English

Upon completion of this course, the student will be able to:

1. Generate ideas for writing.
2. Clarify purpose and structure of a writing assignment.
3. Practice components of writing process.
4. Define and practice reading strategies related to various types of texts.

* These courses directly support primary course objectives, assignments, pedagogy and content. They also support the overall goal of enrollment management: increased access, success, and equity.

Some Current Examples of Supplementary Instruction At Our College

Art

Art History classes require that each student visits one of the four major museums in the Bay Area and focus on how some of the art they view works with the theories and historical context they are learning about in their lectures and readings. Each student is required to write an extensive analytical paper on the museum visit. Field trips (Ed. Code Section, 58166)

Dental Hygiene

Dental Hygiene requires that each student perform several hours of service at a clinic under the direct supervision of someone who "possesses a valid certificate or license to practice a healing art in California." (Ed. Code, Section 58055a)

DSPS

DSPS offers supplemental instruction on many fronts including having CAS instructors and IAs working with students to teach them to use and adapt specialized technology to help facilitate learning in their primary courses. Further, DSPS instructors provide orientations to guide their students both in the use of their services as well as in the interfacing of their primary courses and DSPS. (Ed. Code makes it clear that DSPS activities and services that are supported by categorical money cannot receive apportionment.)

Early Childhood Development

ECD provides orientations to their career field and their educational program. They also provide instructor-facilitated lab hours that go beyond those required by the primary course and which directly serve not only the primary courses, but also the students' marketability in the job arena.

English

English provides multiple supplementary instructional opportunities: instructor supervised WRAC Center reading and writing instruction (facilitated by both instructors and Instructional Assistants), WRACtivities focused on particular writing/reading skills, guided mastery learning type handouts and exercises created by instructors to help with elements of writing, CAI instruction that is either chosen or created by instructors to serve a primary course, etc.

English as a Second Language

ESL provides CAI instruction and tutoring that is directly facilitated by an instructor, as well as instructor chosen or created handouts that guide learning around particular skills which serve learning in a primary course.

Fine Arts

Fine Arts provides instructor facilitated studio work which exceeds the amount of time required in the primary course and directly promotes the practice and performance of skills related to the successful completion of the primary course.

Foreign Languages

Foreign Languages provides Instructor chosen or created CAI which enables their students to practice the skills and knowledge directly related to the successful completion of a primary course.

Journalism

Journalism is creating a supplementary news writing skills course, so students can work on distinct news reporting and news skills. This course will require students to put in an additional one hour per week in a lab setting for zero units.

Journalism also provides CAI and instructor supervised lab work which allows the students to practice the skills /techniques and complete assignments with specialized district equipment directly related to successful completion of a primary course.

Math

LPC's math subdivision has just included one additional required lab hour for several of their math courses to provide instructor facilitated practice with skills and knowledge.

Nursing

The nursing discipline has a nursing skills lab which provides practice time on nursing skills such as: medication administration, IM injections, IV starts, NG tubes, catheterization, surgical gowning and gloving, etc.

Radio and Television

Television provides ongoing studio time supervised by an instructor in order for students to use specialized district equipment and practice skills directly related to successful completion of a primary course.

Curriculum Timelines, Workshops and Instructions

Spring 2003 Expedited Curriculum Process for Zero Unit Labs

Preparing the Proposal

1. Be sure to consult with colleagues in your area about your plan and with your dean. Deans should be sure to let other deans know about the proposal, so that we can avoid duplicating one another--and learn from one another.

2. See the "Matrix: Guide to Forms Needed" in the Curriculum Handbook on pages 21-23.

3. Complete the paperwork needed. The narrative portion at the beginning of the Curriculum Handbook offers guidelines on completing the paper work, as do the templates that begin on page 24. (The guidelines relate to Title 5 regulations.)

4. RE: Statement of Rationale. This does not need to be extensive. Most likely, you will need only to state that this is a new course and that it is being proposed to benefit students academically. State how the course will benefit students. The dean should add when the course will be implemented and the cost (and possibility of acquiring) any new facilities, equipment, etc.

5. It is best if the administrative assistant in your Division prepares the proposal for presentation to the Curriculum Committee since the AA knows the format and can submit the final, approved proposal to the Office of Academic Services electronically.

Curriculum Deadlines for Spring 2003 Proposals

1. Two weeks prior to presentation: one copy of the draft proposal to the curriculum chair (Cindy Hicks) and two copies to Kaaren Krueg (Office of Academic Services. Spring presentation dates remaining: April 8, April 22, and May 6.

   March 25: Two weeks prior to April 8
   April 8: Two weeks prior to April 22
   April 22: Two weeks prior to May 6

2. One week prior to presentation: corrected (after Cindy Hicks' and Kaaren Krueg's reviews) drafts of the proposal to the Curriculum Committee members.

3. If there are no significant questions about the proposals, the Curriculum Committee will discuss and vote on them at one meeting. If there are questions, the vote will occur at the meeting after the questions are resolved. Please note that May 6 is the last meeting in spring 2003, so the next meeting after May 6 will be either the last Tuesday in August or the first Tuesday in September.

Housing, Equipment and Tracking Attendance

There are existing centers, labs and studios around campus. Some of these settings already facilitate supplemental instruction as described in this packet. There are other instances in which a discipline would need help facilitating this kind of instruction, both in terms of a room and in terms of equipment. We would like a status/needs assessment regarding housing and equipment from each discipline who currently offers supplemental instruction or who would like to offer it in the future. We will send out a form to each of the disciplines to help with this assessment. We will be asking questions about your use of SARS, a log-in and log-out system, other sign-in procedures, attendance records, reports to instructors in the primary courses, student evaluations, success/equity studies that look at effectiveness and outcomes related to the supplemental instruction, materials, hardware, software, etc. We want to know the status and needs around these functions so that the institution can support you more effectively and more efficiently.

During this next summer there will be lots of work done to make as much of the basic functions around tracking attendance, reporting to primary instructors, log-in and the like **simple**, **transparent**, and **user-friendly**. For example, we are moving away from the use of social security numbers to student identification numbers. We are also trying to create a system that uploads as much of the attendance stuff directly into Banner as possible. Further, the CEMC will work with the disciplines to study through the institutional research office the effectiveness and usage pattern of the supplemental instruction courses. No one desires to create courses which take up valuable time from our students and which prove to be unhelpful. What students find unhelpful, they resent and this leads to resentment of the instruction in their primary courses as well.

Staffing status and needs related to supervision can be addressed as well.