

Modesto Junior College

Lecture/Lab/Discussion/Clinical Experience Guiding Principles

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The purpose of this document is to provide some guiding principles on various teaching modalities (lecture, lab, discussion, clinical experience, etc.) and reviewer guidelines for Curriculum Committee members and faculty originators.

I. LABORATORY

For some courses, the expectation that lab will be included may be clear. Some examples are as follows:

- Courses that align with C-ID Descriptors that have one or some of the following:
 - Lab identified in the course title
 - Lab activities identified in the descriptor
 - Unit value identifies specific units for lab component
- Articulation requires lab content/objectives (UC transferability)
- Health and Safety purposes
- National/State professional organizations
- Specialized equipment (e.g., paint booth) is needed for students to meet learning objectives
- Specialized experience (e.g., choir) is needed for students to meet learning objectives
- Course is approved for CSU-GE Area B3 and IGETC Area 5C

Physical and Natural Sciences

GE Areas - Laboratory Activity

Courses meeting the requirements of this subarea must be associated with a lecture component, either built into the laboratory section itself or connected as a co-requisite or prerequisite. It's especially important for colleges to clearly delineate laboratory activity from the lecture: a list of topics to be covered in the lab sections is seldom enough to tell reviewers whether the activity warrants the additional lab approval. Reviewers rely in particular on the choice of textbook, checking that it's appropriate for a course with lab activities.

When a participating institution submits a science course that includes both lecture and lab, it may be approved for GE Breadth Areas B1 & B3 as a pair, or Areas B2 & B3 as a pair – even if the institution didn't request placement in Area B3. The same is true for the corresponding areas in IGETC: reviewers will add the lab designation (Area 5C) if it seems appropriate, whether or not the submission requests it.

Stand-alone lab courses are designated B3 or 5C only, and *only* when associated with a lecture course as either a pre- or corequisite. Laboratory courses offered entirely online are held to particularly close scrutiny. University science faculty have instructed reviewers to be sure such delivery doesn't compromise learning objectives that are met by in-person instruction. For the time being, all such submissions are referred to discipline faculty for further review. (Guiding Notes for General Education Course Reviewers, March 2015)

For CTE courses, determination of lab is recommended by outside agencies. Some examples are as follows:

- Advisory committee recommendations (e.g., ASE)
- Typical structure of programs (e.g., RVT program)
- State-mandated (e.g., CA State Fire Marshal)
- Outside accrediting bodies
 - Board of Registered Nursing (BRN)
 - Commission on Accreditation for Respiratory Care (CoARC)
 - Commission on Accreditation of Allied Health Education Programs

A typical lab may include the following language in the course outline: Instructor line-of-sight, supervised practice of skill acquisition; individualized instruction; practical application “hands-on”, “manipulative”.

For some courses, the expectation that lab will be included is not as clear. In these instances, various criteria may be applied, such as the following:

- Lab modality is included in the course outline of record (COR) in the subject area
- Transfer level courses – CSU and UC comparable courses
- No outside-of-class hours are required

Note: Similar to Guiding Notes for General Education Course Reviewers, laboratory courses offered entirely online are held to particularly close scrutiny.

II. LECTURE

Components of a typical lecture course may include the following:

- Delivery of content by instructor
- Discussion/feedback/group discussion
- Expectation that homework is associated with content covered in class

III. DISCUSSION

Components of a typical discussion course may include the following:

- Discussion of field experiences completed (e.g., ANTHR 155)
- Corequisite course with the course in which student is participating in an outside agency (e.g. HUMSR 144 & 145)
- Transfer level courses – CSU and UC comparable courses
- Field studies Title 5 Section 55220 (g) - Apportionment
 - The attendance or participation of a student in a field trip or excursion authorized by this section may be claimed for apportionment to the extent that the field trip or excursion is part of a course. However, attendance claimed for apportionment as a result of a field trip or excursion shall be limited to the amount of attendance that would have accrued had the students not been engaged in the field trip or excursion. No more contact hours shall be generated by a field trip or excursion than if the class were held on campus.

IV. CLINICAL EXPERIENCE

Courses which include clinical experience typically are governed by an outside accrediting agency, such as the Board of Registered Nursing. The required number of hours and corresponding unit values are mandated. For example, BRN Title 16, Section 1426 stipulates hours and unit values.

(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:

(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.

(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.