**Lab Categorization**

**Level 1 (NON-INSTRUCTIONAL)**

These labs provide services or resources to students, but students do not receive direct or indirect instruction[[1]](#endnote-1) in these labs. Students may use these labs for personal enrichment or to complete assignments for their classes, but the labs are not part of or included in any course outlines or requirements. **These labs should have at least one outcome at the most basic level.**

**From the list of SSLOs below a lab at level 1 can choose one or more depending on what the lab offers. Example, not all computer labs offer printing stations but some do hence, two SSLO from below CAN be used.**

**Students will be able to:**

1. **prepare and research for classroom needs**
2. **access computer for classroom, personal, or professional needs**
3. **use lab for printing stations**

**Level 2/Level 3 (INSTRUCTIONAL-DIRECT AND INDIRECT)**

**Level 2** labs provide services or resources to students, and students have access to educational materials or materials that enable them to engage course content. Indirect and automated instruction (i.e. learning software) may be employed. Students may use these labs to complete assignments for their classes, to satisfy course requirements, or for personal enrichment, and the labs may be included in course outlines or requirements.

**Level 3** labs provide services, resources, and instruction, and students have access to educational materials, tutors, instructional aides, or other educational personnel to enable them to understand course content better. Direct, indirect, or automated instruction may be employed. Students may use these labs to receive ancillary instruction, to complete assignments for their classes, or for personal enrichment, and these labs may be included in course outlines or requirements.

**Both level 2 and 3 should have learning outcomes because of their direct involvement in**

**student learning. The outcomes will defer by use of action verb and mastery. These labs**

**should abide by the minimum of three student leaning outcomes per lab. The importance is to capture the varying services students are receiving.**

**Below are recommendations for action verbs and definitions for development and mastery levels:**

**Develop** Students are given opportunities to practice, learn more about, and receive feedback to develop more sophistication

**Mastery** Students demonstrate mastery at a level appropriate for graduation

* **Applying** - *Implementing, carrying out, using, executing*
* **Analyzing** - *Comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating* **Before we analyze it we must be able to apply it**
* **Evaluating** - *Checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring* **Before we can evaluate its impact we must have analyzed it**
* **Creating** - *designing, constructing, planning, producing, inventing, devising, making* **Before we can create we must have remembered, understood, applied, analyzed, and evaluated.**
1. Direct instruction refers to content delivery by a faculty member or other educational personnel. This includes lectures, discussions, activities, and other structured lessons. Indirect instruction refers to student-initiated learning environments where the instructor’s role shifts from that of a lecturer to that of facilitator or resource person. [↑](#endnote-ref-1)