PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE

COLLEGE: College of Alameda  STATE APPROVAL DATE: 09/19/2007
ORIGINATOR: Patricia Nelson  STATE CONTROL NUMBER: CCC000347272

BOARD OF TRUSTEES APPROVAL DATE:
CURRICULUM COMMITTEE APPROVAL DATE:
CURRENT EFFECTIVE DATE:

DIVISION/DEPARTMENT: LRNRE

1. REQUESTED CREDIT CLASSIFICATION:

Community Services (Fee-based)
Course Is A Basic Skill Course

2. DEPT/COURSE NO: 3. COURSE TITLE:
LRNRE 501  Supervised Tutoring

4. COURSE: COA 5. UNITS:
COA New Fee Based Course Only in Non-Catalog Info[X]
COA New Changes Course[ ] Changes in Catalog Info[ ]
COA COA COA - Course Reactivation[ ] Reactivation[ ]
COA Course Changes

6. NO. OF TIMES OFFERED AS SELECTED TOPIC: AVERAGE ENROLLMENT: 244

7. JUSTIFICATION FOR COURSE
Provides academic assistance to individual students in a variety of courses to increase successful completion of college courses and to improve retention.

8. COURSE/CATALOG DESCRIPTION
Supervised tutoring designed to assist students to increase their success in college courses. May enroll for support of more than one college course per semester.

9. OTHER CATALOG INFORMATION:
a. Modular: Yes [ ] No [X]  If yes, how many modules:
b. Open entry/open exit:  Yes [X]  No [ ]
c. Grading Policy:  Both Letter Grade or Pass/No Pass [ ]  Pass/No Pass [X]  Letter Grade Only [ ]
d. Eligible for credit by Exam:  Yes [ ] No [X]
e. Repeatable according to state guidelines: Yes [X]  No [ ]  If yes, number of allowable repeats: 3
f. Required for degree/certificate (specify):
g. Meets GE/Transfer requirements (specify):
h. C-ID Number:

i. Are there prerequisites/corequisites/recommended preparation for this course?  Yes [X] No [ ]
   Date of last prereq/coreq validation:

10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS): (Objectives must define the exit
    skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking,
    essay writing, problem solving, written/verbal communications, computational skills, working with
    others, workplace needs, SCANS competencies, all aspects of the industry, etc.) (See SCANS/All
    Aspects of Industry Worksheet.)

    Students will be able to:
    1. Identify gaps in study skills and content-area knowledge and seek appropriate remediation.
    2. Understand the importance of being appropriately prepared to receive the assistance they
       seek.
    3. Frame directed, relevant questions to address their specific needs.
    4. Appreciate the importance of seeking assistance early and consistently throughout the
       term.

11A. COURSE CONTENT: List major topics to be covered. This section must be more than listing
    chapter headings from a textbook. Outline the course content, including essential topics, major
    subdivisions, and supporting details. It should include enough information so that a faculty member
    from any institution will have a clear understanding of the material taught in the course and the
    approximate length of time devoted to each. There should be congruence among the catalog
    description, lecture and/or lab content, student performance objectives, and the student learning
    outcomes. List percent of time spent on each topic; ensure percentages total 100%.

    LECTURE CONTENT:
    I. Assessment of student need: what does the student hope to accomplish during the session
       (product/work based goal). 10%
    II. Review of class notes/reading: what the student already knows and understands toward the
        accomplishment of the goal. 15%
    III. Review of assignment instructions: student talks through the assignment directions based on
        textbook, handout, or notes to ensure the goal is on task. 20%
    IV. Individual supplemental instruction (tutoring) as needed for student to accomplish goal. 55%

11B.

LAB CONTENT:

12. METHODS OF INSTRUCTION (List methods used to present course content.)
1. Activity
2. Critique
3. Individualized Instruction
4. Directed Study
5. Other: 1. Results-oriented individual tutor attention in a learning lab setting.
   2. Activities to assist in retention and mastery of class work.
   3. Critiques of student adherence to assignment instructions.
   4. Directed study as needed to back-fill student learning gaps.

13. ASSIGNMENTS: 0 hours/week. (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)
   Out-of-class Assignments: At the end of each tutoring session, students are expected to complete the work individually. This may occur in or outside the lab, but is not a part of the session.
   ASSIGNMENTS ARE: (Check one. See definition of college level):
      [ ] Primarily college level
      [X] NOT primarily college level

14. STUDENT ASSESSMENT: (Grades are based on): (Check as many boxes as are applicable. Note: For degree credit, AT LEAST ONE of the first three boxes must be checked. If "ESSAY" is not checked, please explain why here.)
      [ ] ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)
      Why "ESSAY" is not checked:
      This is a non-graded course. Assessment is done by students and tutors at the end of a session to determine what, if any, additional remediation may be needed and at what point.
      [ ] COMPUTATION SKILLS
      [ ] NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)
      [ ] SKILL DEMONSTRATION
      [ ] MULTIPLE CHOICE
      [X] OTHER (Describe)
      This is a non-graded course. Assessment is done by students and tutors at the end of a session to determine what, if any, additional remediation may be needed and at what point.

15. TEXTS, READINGS, AND MATERIALS:
    A. Textbooks:

    | Author | Title and Edition | Publisher | Date of Publication* |
    |--------|-------------------|-----------|----------------------|
    |        | Online Writing Lab: http://owl.english.purdue.edu/ |

*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.
B. Additional Resources:

1. Library/LRC Materials and Services:

   The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course.

   Are print materials adequate?  
   Yes [ ]  No [ ]

   Are nonprint materials adequate?  
   Yes [ ]  No [ ]

   Are electronic/online resources available?  
   Yes [ ]  No [ ]

   Are services adequate?  
   Yes [ ]  No [ ]

   Specific materials and/or services needed have been identified and discussed. Librarian comments:

2. Other Resources: Identify types, location, and availability of other resources and materials required for this course.

C. Readings listed in A and B above are: (Check one. See definition of college level):

   [ ] Primarily college level
   [X] NOT primarily college level

16. Designate Occupational Code (check ONE only):

   [ ] A  Apprenticeship
   [ ] B  Advance Occupational
   [ ] C  Occupational
   [ ] D  Possible Occupational
   [X] E  Non-Occupational

17. Levels Below Transfer:

   Y = Not Applicable

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued." Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

1a. Prerequisites/Corequisites/Recommended Preparation:

   CO-REQUISITE(S):

   ● Student must be enrolled in a College of Alameda course.
     Subject course and pre/corequisite is: