

Cerro Coso College  
**Course Outline of Record Report**  
10/08/2021

## EDUCC004 : Supervised Tutoring

### General Information

Author:	-
Course Code (CB01) :	EDUCC004
Course Title (CB02) :	Supervised Tutoring
Department:	Library
Proposal Start:	Fall 2013
TOP Code (CB03) :	(4930.09) Supervised Tutoring
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000551808
Curriculum Committee Approval Date:	10/04/2013
Board of Trustees Approval Date:	11/14/2013
External Review Approval Date:	01/18/2014
Course Description:	This class provides tutoring in various academic subjects, through a designated learning center to augment classroom instruction The course requires a referral from a subject-area instructor, counselor or Learning Assistance Center instructor.
Submission Type:	New Course
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Education</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>• English</li><li>• Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators</li><li>• Mathematics</li></ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

<b>Basic Skills Status (CB08)</b> Course is a basic skills course.	<b>Course Special Class Status (CB13)</b> Course is not a special class.	<b>Grade Options</b> <ul style="list-style-type: none"><li>• Satisfactory Progress</li></ul>
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Allowed Number of Retakes</b> 0	<b>Course Prior To College Level (CB21)</b> Not applicable.

**Rationale For Credit By Exam/Challenge**

No value

**Retake Policy Description**

Type:|Activity/Other Repeatable

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

**Associated Programs** Course is part of a program (CB24)**Associated Program**

No value

**Award Type**

No value

**Active****Transferability & Gen. Ed. Options****Course General Education Status (CB25)**

No value

**Transferability**

Not transferable

**Transferability Status**

Not transferable

**Units and Hours:****Summary****Minimum Credit Units (CB07)** 0**Maximum Credit Units (CB06)** 0**Total Course In-Class (Contact) Hours** 54**Total Course Out-of-Class Hours** 0**Total Student Learning Hours** 54**Faculty Load** 0**Credit / Non-Credit Options****Course Credit Status (CB04)**

Non-Credit

**Course Non Credit Category (CB22)**

Elementary and Secondary Basic Skills.

**Non-Credit Characteristic**

Learning Assistance

**Course Classification Status (CB11)**

Workforce Preparation Enhanced Funding.

**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)

Variable Credit Course

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

**Course Duration (Weeks)** 18

**Hours per unit divisor** 0

#### Course In-Class (Contact) Hours

Lecture 0

Laboratory 0

Activity 0

**Total** 54

#### Course Out-of-Class Hours

Lecture 0

Laboratory 0

Activity 0

**Total** 0

### Time Commitment Notes for Students

No value

### Faculty Load

**Extra Duties:** 0

**Faculty Load:** 0

### Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
tutoring	Activity	3	0

### Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

### Entrance Skills

Entrance Skills	Description
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No value

No value

## Limitations on Enrollment

### Limitations on Enrollment

### Description

No value

No value

## Specifications

### Methods of Instruction

#### Methods of Instruction

Other

#### Rationale

Other Methods: 1. Supervised Tutoring is a form of supplemental instruction where a variety of tutoring methods may be used to assist the student in learning skills, through a learning center, under supervision of a faculty member who meets Minimum Qualifications under 53415. 2. All peer tutors have a subject area faculty referral and receive 10 hours of training in tutoring methodology. 3. Tutoring may be one-on-one or in groups. Tutors may provide assistance with one-on one online practice with software, in a skills lab or provide group tutoring in several formats such as SI (Supplemental Instruction), a set study hall time or a study group.

#### Methods of Instruction

Peer-to-peer instruction

#### Rationale

No value

#### Methods of Instruction

Group Work

#### Rationale

No value

### Assignments

A wide variety of activities are noted such as a. specific course assignments completed with the guidance of a peer-tutor, b. specific assignments provided by a peer- tutor to build a students self-efficacy or study skills such as a time management worksheet, reading checklist or online self-assessment or c. specific assignment by a tutor to build a pre- requisite academic skills such as flash cards for mastery of multiplication or a grammar review worksheet.

### Methods of Evaluation

### Rationale

Other

6 records are maintained for five years and are kept in a confidential file.

Other

5 Peer tutors are evaluated by a formative evaluation or by submitted comments from tutees.

Other

4. Progress is monitored by review of the sheets by trained peers and by the coordinator.

Other

3. Evaluation of progress is indicated through :  
open ended questionnaires,  
surveys,  
self-assessments,  
checklist of skills,

completion of work assigned in a course. rubric  
Tutor note

Other  
2.Each session is recorded on a tutoring sheet. Indicating name of tutor and tutee, subject and level (Math 121) date and session # (#1, #2 etc.) Students and tutor record the reason for the session-identify academic and basic study skill need,

Other  
1.The course reports positive attendance only;therefore, no grades are assigned.Attendance is tracked with a sign in sheet indicating tutee and tutor names, time spent and date of each session with student signature or a "No Show" is indicated by the tutor. All tutoring is by appointment in or through the designated leaning center.

#### Equipment

No Value

#### Textbooks

Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

#### Other Instructional Materials

**Description** Other: The student supplies the appropriate text(s), workbook(s), software or online practice module(s) for each subject area in which he/she is tutored. Materials vary widely.

**Author**

**Citation** Supervised Tutoring

#### Materials Fee

No

### Learning Outcomes and Objectives

#### Course Objectives

No value

#### CSLOs

Identify study skills and specific course content needed for tutoring session and demonstrate critical thinking skills by relating both to mastery of course content Expected SLO Performance: 70.0

Evaluate and articulate the effectiveness of study skills learned during tutoring and articulate course concepts learned during a tutoring session. Expected SLO Performance: 70.0

Evaluate and identify specific skills necessary for completing course requirements during independent study time. Expected SLO Performance: 70.0

Apply self-efficacy skills to mastery of course content. Expected SLO Performance: 70.0



## Outline

### Course Outline

#### Tutoring Cycle for peer tutoring

##### Beginning Steps

- Greeting and climate setting includes review of time spent studying to build and apply time management skills
- Identification of task includes discussion of specific difficulties encountered during independent study to detect and analyze reasons for content mastery difficulties. ( lack of pre-requisite skills; college reading skills;etc)
- Identification of skills needed for completion of current assignment
- Identification of concepts or thought processes for assignment completion

##### Task Steps

- Setting the agenda for the session. Selecting and prioritizing the skills that lead to success.
- Addressing the tasks previously identified and prioritized. Examples: reading strategies; test taking strategies; better notes and use of a syllabus
- Tutee summary of content or course concepts by articulating or demonstrating it to the tutor.
- Tutee summary of skills used to complete the task

##### Closing Steps

- Confirmation-Ensuring the tutee can demonstrate understanding of the concepts and underlying skills
- Planning independent study- sufficient time; necessary study skills and course work to be addressed
- Planning the next session
- Closing and affirmation of progress made.

## Delivery Methods and Distance Education

**Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other**

Face 2 Face  
Online  
Interactive

**Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?**

Online tutoring is provided through the learning center during hours the college is open. Tutoring is individual, live and synchronous with document sharing with auditory and visual capability. All sessions are by appointment only and appointments are set by office staff at an agreed upon time by student and tutor. Sessions are recorded and archived for later viewing and monitoring and evaluation of the session. We do not provide peer tutoring 24/7 due to supervision requirements of student workers. Tutors document the session on the required tutoring sheets.

**Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)**

chat  
itv  
other

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

software Campus computer using CCCConfer features appropriate to the subject being tutored.

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv  
LMS  
publisher

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

class\_size Sessions are individual using CCCConfer with capability for document sharing, chat and white board features for math.