MATHN 810 - Supervised Math Tutoring Course Outline

Approval Date: 05/12/2022
Effective Date: 08/12/2022

SECTION A

Unique ID Number	CCC00063180
Discipline(s)	Mathematics
Division	Mathematics
Subject Area	Math-Noncredit
Subject Code	MATHN
Course Number	810
Course Title	Supervised Math Tutoring
TOP Code/SAM Code	1701.00 - Mathematics, General / E - Non-Occupational
Rationale for adding this course to the curriculum	The goal for this class is to offer support to students who are learning mathematics as part of their coursework. This class offers additional support using different modalities and especially one-on-one support.
Cross List	*N/A*
Typical Course Weeks	18

Total Instructional Hours

	Contact Hours
Lecture	0.00
Lab	18.00
Activity	0.00
Work Experience	0.00
Total Contact Hours	0.00

Open Entry/Open Exit	Yes
Maximum Enrollment	0
Grading Option	P/NP Only
Distance Education	On-Campus
Mode of Instruction	Hybrid Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 99 times

Catalog Description This course provides support for math skills under the supervision of the Math Success Center via online modules, directed activity, discussion boards and other tutoring activities.

Schedule Description This course provides support for math skills under the supervision of the Math Success Center via online modules, directed activity, discussion boards and other tutoring activities.

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

A. Demonstrate increased knowledge of mathematical concepts

2. Course Objectives: Upon completion of this course, the student will be able to:

A. Demonstrate improved math foundational skills in areas such as factoring, graphing, solving equations, and the analysis of data
B. Recognize how class resources such as notes, videos, textbook, calculators, graphing software and written materials can be effective tools in learning mathematics
C. Recognize how to develop effective math study skills and increase self-efficacy to support success in course completion
D.

3. Course Content

Using a just-in-time support model approach, content will be covered as needed for student success. Each tutoring session will help students meet their goals to be successful in their current coursework. Additional content includes learning modules and discussion boards.

Math Success Center Topics include, but are not limited to, the following modules and areas of study

- Module: Prepare for Math 106 Quizzes
  - Quiz 1: Functions
  - Quiz 2: Polynomials
  - Quiz 3: Logarithms
  - Quiz 4: Rational Functions
- Generate and Analyze Graphs
- Solve Applications Problems
- Implement Computational Procedures
- Write Mathematical Proofs

- Study Skills for Math
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4. Methods of Instruction:

Activity:
Directed Study:
Discussion:
Individualized Instruction:
Online Adaptation: Activity, Directed Study, Discussion, Group Work, Individualized Instruction
Explain how the online adaptation of the methods of instruction aligns with the course outcomes: Instruction can be delivered effectively in both synchronous and asynchronous online classes, incorporating various forms of media including, but not limited to; documents, presentations, lectures, audio/video recordings, live video streams.

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Oral Presentation -- students will demonstrate their understanding of a math concept by explaining how they worked through a specific problem.
Simulation -- Students will work through similar examples with a tutor to provide evidence of their understanding of the problem.

Additional assessment information:

Non-Credit Class

P/NP Only

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments
   Reading assignments will vary on student need, ranging from basic development to advanced analysis
   For example: Read the problem to analyze the data the graph that is created in stat crunch

   For example: Using a course text or a course video, apply that information to solve a similar problem
B. Writing Assignments
C. Other Assignments
   Assignments will be developed in conjunction with student self-assessment and diagnostics.

   For example, solving polynomial inequalities
   The student will review their knowledge of factoring and inequalities and reading the numberline. Instructional Assistants will review the topics and the exercise and assign extra practice as necessary.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

B. Other required materials/supplies.

- Most material will be presented as modules in online student learning management system (Canvas). OER textbooks and instructor produced material may be used

8. CB Codes

CB04 Credit Status:	N - Noncredit
CB08 Basic Skills Status:	N - Not Basic Skills
CB10 Course COOP Work Exp-ED:	NCOOP = Not part of Coop Work Exp
CB11 Course Classification Status:	L = Non-enhanced Funding
CB13 Special Class Status:	N - Not a Special Class
CB21 Prior Transfer Level:	A - One level below transfer
CB22 Noncredit Category:	C - Elementary and Secondary Basic Skills
CB23 Funding Agency Category:	Y - Not Applicable
CB24-Program Course Status:	2 = Stand-alone