REQUEST FOR APPROVAL OF A COURSE

COURSE NAME: NBE 060
SUPPLEMENTAL SKILLS LAB®

PROGRAM: NON-CREDIT BASIC
EDUCATION

SUBMITTED BY: LOUISE GALLAN

DATE: APRIL 23, 1997

X New Course ____ Revised ____ Updated

DATE APPROVED: MAY 8, 1997

TO BE COMPLETED BY DEAN OF THE COLLEGE:
Static Identifier C06097
TOP Code # 080100
SAM Code E

NEED:	YES	NO
Meets a Unique Need	X	
Course Duplicated		X
Demand/Enrollment Potential	X	

TRANSFER STATUS: A____ B____ C X
COURSE CLASSIFICATION: (Select A-I) C

APPROVED CREDIT CLASSIFICATION:
____ Degree Applicable
X Non-Degree Applicable
____ Noncredit
____ Not Approved

CATALOG DESCRIPTION:

This course provides computer assisted instruction and/or materials supplementary to classroom instruction and/or laboratory presentation to advance students' knowledge or growth. This is an individualized course so specific topics and time required will be determined by the needs of each student.

This is an open entry/open exit; non-credit course. It is intended for students requiring less than 26 lab hours during the semester.

UNITS: 0 HOURS: Lecture: ____ Laboratory: 26 Lecture/Lab: ____ Clinic/Field: ____

ENTRY LEVEL SKILLS, PREREQUISITES, AND/OR COREQUISITES:

Courses applicable to the degree must be of sufficient difficulty that if students are to succeed in the course they must enter it with certain competency. Such requisites may either be recommended or validated as requirements. To assure open access, a way must always be provided and publicized whereby students not initially eligible for enrollment in any course because of the prerequisites can gain the necessary competencies.

Corequisite: Concurrent enrollment in a non-credit course.

Requested Credits Classification: (Applicant)

____ Degree Applicable
X Non-Degree Applicable
X Noncredit
____ Revised

COURSE OUTLINE

This outline should contain sufficient information to:

(a) Permit the curriculum committee to correctly determine whether the course should be classified as noncredit, non-degree credit, or degree credit under Title 5, Sections 55002 and 55805.5.

(b) Clarify the minimal obligations of the instructors of the course. (All instructors should be familiar with this outline and should use it in planing their courses, though their own syllabi may add objectives, goals, content, assignments and/or materials, may describe topics and objectives somewhat differently, and may place them in a different sequence.)

OBJECTIVES:

Limit these to the maximum number of critical objectives that can be effectively monitored and assessed. Formulate at least some of them in terms of student accomplishments concrete and specific enough that it can be determined to what extent they have in fact been achieved. For degree-applicable courses, include objectives in the area of "critical thinking" by requiring such outcomes as the ability to independently analyze, synthesize, explain, assess, anticipate and/or define problems, formulate and assess solutions, apply principles to new situations, etc.

Student will be able to:

1. Locate resources which provide information related to the student's specific curriculum.
2. Use instructional media related to the course.
3. Use learning resources appropriate to the student's needs.

TEXTS, OTHER READINGS AND MATERIALS:

(List typical or required primary sources, texts, and other materials; or reference college bookstore computerized listings, etc.)

Course and need appropriate materials including computer aided instruction, videos, tapes, texts, and other instructional media as required.

Determining whether or not materials are "college level" is a subtle matter, often not reducible to even the best readability formula. Certainly most of the material should be certifiable as at least 10th grade, but some well written works of merit may have a lower readability measure while other tests may have a high readability measure only because they are poorly written. Of probably more importance than readability per se is the complexity and breadth of the ideas presented. The value of the content and the quality of the presentation should always be given greater weight than readability alone.

__X__ Primarily College Level

_____ Primarily not College Level

__X__ Material Compared to/Offered at other Colleges

_____ Written for Higher Level Education

_____ Other:_____
(How Determined)

ASSIGNMENTS:

List Types: N/A Hours Per Week (or equivalent)

Individualized instruction as identified by the student and instructor and learning skills center coordinator.

_____ Class participation and assignments require and develop critical thinking (see Objectives).
Describe how:

_____ Primarily College Level

2 hours of independent work done out of class per each hour of lecture or class work, or hours lab, practicum, or the equivalent, per unit.

_____ Not Primarily College Level

Ratio of amount of work per unit of credit required by curriculum committee for a non-degree credit course is met.

ASSESSMENT:

Grades will be based on:

_____ **ESSAY**
(Includes not only "blue book" exams but any written assignment of sufficient length and complexity to require students to select and organize ideas as well as to explain them. Some items should demonstrate critical thinking.)

_____ **COMPUTATION**

_____ **NON-COMPUTATIONAL PROBLEM SOLVING**
(Critical thinking should be demonstrated by the solution of unfamiliar problems that admits various solutions or various strategies for achieving the solution.)

_____ **SKILL DEMONSTRATION**

_____ **MULTIPLE CHOICE**

__X__ **OTHER: (Describe)**

Credit/No Credit based on hours of attendance.

*For degree credit: (a) at least one of the first three boxes must be checked and (b) if "essay" is not checked, it must be explained why essays are an inappropriate basis for at least part of the grade in the course.

COURSE CONTENT

College level courses should stress general principles of wide applicability. Where such principles are presented initially in terms of specific applications, they should be generalized and students asked to apply them to novel situations.

List Topics:

Supplementary study as determined by instructor. Examples: Fraction review, signed number review, quadratic formula review for math students; vocabulary review, grammar review, fragment review for English students; medical terminology review for nursing students; supplementary access to computer applications for CIS students.

EXPECTED STUDENT OUTCOMES:

Upon completion of this course, the student will be able to:

Increase their ability to succeed or meet classroom/course objectives.

COMPLIANCE:		**YES**	**NO**	**N/A**
Prerequisites:	Are appropriately established.	____	____	X
Apprenticeship:	Provides sufficient number of hours approved by Dept. Of Apprenticeship Standards.	____	____	X
	Covers safety and hazardous material as required.	____	____	X
Guidance:	Instructional content and requirements are clear.	X	____	____
ESL:	Clear to other ESL or equivalent English courses.	____	____	X
	Clear level of 1st language literacy prerequisite.	____	____	X
Special Class:	Progress is measured.	____	____	X
	Non-duplicative; need for class is clear.	____	____	X
	Appropriate intervention for specified disability.	____	____	X
Special Topics:	Scope and requirements are clear.	____	____	X

SIGNATURES

COURSE INITIATOR: L Green **DATE:** 7/9/97

LIBRARY: Scott Cervical **DATE:** 7/10/97

CHAIR OF CURRICULUM COMMITTEE: Virginia H. Koster **DATE:** 8/18/97

SUPERINTENDENT/PRESIDENT: Walter Buck **DATE:** 9/3/97

This application is recommended for use in the local approval of courses. It has been designed by State Chancellor's Office to incorporate new provisions in Title 5, adopted by the Board of Governors and written into law in 1986-87. These new regulations have resulted from the sustained cooperation and the vision of faculty and curriculum officers throughout the state. In carefully defining the characteristics of a college level course, they provide the opportunity of colleges to rethink the significance of their degrees and assure high credibility to the Associate degree earned anywhere in California.