

Add Course Request

Submitted on: 2011-11-16 15:39:33

1. COURSE SUBJECT	INTD
2. COURSE NUMBER (OR PROPOSED NUMBER)	2XXX
3. COURSE TITLE	Tutoring Principles for Quantitative Learning
4. INITIATING DEPARTMENT or UNIT	Univ Interdisc Crses Cmttee
5. NAME OF SUBMITTER	Anabel Perez
6. PHONE of SUBMITTER	Phone: +1 860 486 0752
7. EMAIL of SUBMITTER	Email: anabel.perez@uconn.edu
8. CONTACT PERSON	Alvaro Lozano-Robledo
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	3009
10. PHONE of contact person	Phone: 860-486-1961
11. EMAIL of of contact person	Email: alvaro.lozano-robledo@uconn.edu
12. Departmental Approval Date	11/08/2011
13. School/College Approval Date	11/16/2011
14. Names and Dates of additional Department and School/College approvals	Note: Sch App = UICC app
15. Proposed Implementation Date	Term: Fall, Year: 2011
16. Offered before next printed catalog is distributed?	Yes
17. General Education Content Area	
18. General Education Skill Code (W/Q). Any non-W section?	
19. Terms Offered	Semester: Fall Spring Year: Every_Year
20. Sections	Sections Taught: 1
21. Student Number	Students/Sections: 10
22. Clarification:	
23. Number of Credits	1 if VAR Min: Max: credits each term
24. INSTRUCTIONAL PATTERN	Face-to-face instruction and Husky-CT discussion board.

25. Will this course be taught in a language other than English?	No If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation:	
27. Is Instructor, Dept. Head or Unit Consent Required ?	Instructor
28. Permissions and Exclusions:	
Other, specify: Open only to Q Center tutors	
29. Is this course repeatable for credit ?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. Grading Basis	
31. If satisfactory/unsatisfactory grading is proposed, please provide rationale : Since this course is meant to train Q Center tutors, it does not make sense to attach a grade to it, or have a grade count in GPA calculations	
32. Will the course or any sections of the course be taught as Honors? AsHonors	
33. Additional Details:	
34. Special Attributes:	
35. REGIONAL CAMPUS AVAILABILITY: Only available at Storrs, due to lack of Q Center personnel in regional campuses.	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:	
INTD 2XXX. Tutoring Principles for Quantitative Learning. Either semester. One credit. Only open to Q Center tutors. An interdisciplinary introduction to peer-to-peer tutoring in quantitative courses. Reading will explore various methods and philosophies for individualized learning assistance. The goal is to understand the differences between various learning styles and how to adapt instruction to best assist different types of learners. The students in the class will be trained in questioning techniques to guide peers towards becoming independent learners, and to effectively assess student knowledge in quantitative disciplines and guide students to a higher level of reasoning skills. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).	
37. RATIONALE FOR ACTION REQUESTED	
The Quantitative Learning Center employs ~80 undergraduate tutors every semester. The Q Center would like to use this course to help in the training of currently employed tutors in tutoring principles for quantitative learning, and peer-to-peer pedagogy. This course would give opportunity for academic reflection on tutoring practices to those with tutoring experience and also prepare those with no tutoring experience.	
The course will include some quantitative discipline content, for example a section may be done	

on the material contained in a business mathematics course.

(This course has been running until now as INTD 3995, and it has been very successful in training our tutors).

An interdisciplinary introduction to peer-to-peer tutoring in quantitative courses. Reading will explore various methods and ideologies for individualized learning assistance. The goal is to understand the differences between various learning styles and how to adapt instruction to best assist different types of learners. The students in the class will be trained in questioning techniques to guide peers towards becoming independent learners, and to effectively assess student knowledge in quantitative disciplines and guide students to a higher level of reasoning skills.

Topics to cover: role of the tutor, anatomy of a tutoring session, listening skills, questioning techniques, Bloom's taxonomy of knowledge, learning styles, teaching study skills, campus resources for students, learning assessment, giving and receiving feedback, dealing with challenging students, common quantitative subject misunderstandings, overcoming mistaken preconceptions, facilitating cooperative learning groups, learning from experience.

The Quantitative Learning Center provides help in Mathematics, Chemistry, Physics and Statistics, handling up to 20000 visits each academic year. The tutors that take this course are better trained to serve our visitors better, using pedagogically sound techniques. Each department listed above benefits from the help that we offer in their Q Courses.

38. SYLLABUS:

Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/anp05007-1321475973-UICC_Form_AddCourse_TUTORING_PRINCIPLES_2_.pdf)

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

- a. **Arts and Humanities:**
- b. **Social Sciences:**
- c. **Science and Technology:**
 - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**
 - 43. **International:**
- e. **Q course:**
- f. **W course:**

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed

YES

If NO, please explain why and what resources are required to offer the course.

43. SUPPLEMENTARY INFORMATION:

history of course:

This course was originally created (as INTD 3995) in Fall 2007 by Tom Roby (Director of the Q Center) and Sarah Frey (at the time, Assoc. Director of the Q Center) to train tutors. In Fall 2008, Alvaro Lozano-Robledo (current Assoc. Director of the Q Center) took over the course and has been offering this course once a year, in the Fall or Spring (or both, depending on demand).

admin note: attachment is the uicc proposal approved by the UICC on 11/16/11. syllabus is on pages 5-6

ADMIN COMMENT:

Senate approved new course with S/U grading 12.12.11

Note: See Syllabus via hyperlink above (format cannot be copied into this document).