

# University of Southern California



## Student-Athlete Academic Services

**Supplemental Academic Support Program Training Manual**

## Welcome Letter



Welcome Program Staff Members!

Your role in our Supplemental Academic Support (SAS) Program is vital to the success of our students and the SAAS program. You were selected as a member of our SAS Program staff because of your academic record and faculty recommendations. You serve not only as sources of academic support for students, but also as role models of successful academic behavior. We value your skills and accomplishments as students and teachers and greatly appreciate your efforts within our office.

As you know, this role requires a high level of responsibility. You not only have access to sensitive materials such as students' grades, but also must perform your job within strict NCAA, USC, and SAAS rules. The training you receive at orientation and throughout the semester will prepare you for this task. It is our expectation that the SAS Program is 100% compliant with all NCAA, USC, and SAAS rules. If you should have any questions please do not hesitate to ask me or any other SAAS staff member.

We hope to provide you with an enjoyable work experience in which you grow as an educator and find satisfaction in making a meaningful difference in the lives of the student-athletes with whom you work. The SAAS staff welcomes you and thanks you in advance for your hard work, energy, and dedication to your academic pursuits.

Sincerely,  
Jennifer Castro, Ph.D., Program Coordinator & the SAAS Staff

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# SAAS OVERVIEW

# SAAS Facility and Hours

## SAAS Mission Statement

The USC Student-Athlete Academic Services (SAAS) Program is committed to providing the necessary support to assist all student-athletes in reaching their full potential academically, personally, and professionally. The SAAS Program is fully integrated with the University. Our program includes academic advising, career development, community service, supplemental academic support programs, and learning specialists, which are all aimed at promoting a philosophy of individual responsibility so as to encourage each student-athlete to value their educational experience. In providing such services, student-athletes will be afforded the opportunity to develop the skills needed to persist towards graduation, become leaders within the community, and lead successful and productive lives.

## SAAS Facility

SAAS is housed on the University Park Campus in the Stevens Academic Center, located in the John McKay Center (JMC).

### The facility offers:

- A large general tutorial area.
- A quiet study area.
- A large computer lab that is used exclusively by student-athletes for independent work or work during tutorial or learning assistant sessions.
- A smaller computer lab, primarily utilized by students in the Direct Studies (DS) program.
- Seven separate quiet study rooms for student-athlete use only (**no sessions may take place in the quiet study rooms**).

## Hours of Operation

SAAS facilities are open each week during the following hours:

Sunday: 12:00 p.m. - 9:00 p.m.

Monday: 8:00 a.m. - 9:30 p.m.

Tuesday: 8:00 a.m. - 9:30 p.m.

Wednesday: 8:00 a.m. - 9:30 p.m.

Thursday: 8:00 a.m. - 9:30 p.m.

Friday: 8:00 a.m. - 5:00 p.m.

This schedule is consistent throughout the semester, **including final's week and study days**, but excluding university holidays.

## Office Equipment

<b>Computers</b>	In SAAS, student-athletes always have priority during busy periods in the computer labs. Program staff may use the computer lab to complete feedback forms or submit hours on Trojan Time, but are <b>prohibited from using computers for personal use and/or printing of any kind.</b>
<b>Offices</b>	Staff offices are off limits to student workers unless a full time staff member gives special permission for tutorial purposes.
<b>Photocopier</b>	No personal copies are to be made. Check with a staff member before processing student-requested copies.
<b>Telephones &amp; Cell Phones</b>	Use of cell phones in SAAS is not permitted. If you must use your phone, please do so outside (this includes texting).
<b>Textbooks</b>	Textbooks are to be used in the office only, and are to be checked out from a staff member and returned immediately once your session is complete, and may not be borrowed by tutees.
<b>Laptops</b>	Program staff members are allowed to use laptops to complete feedback forms and Trojan Time. <b>Program staff members' laptops may not be used at any time during sessions with students.</b>  <b>**NOTE: Use of technology of any kind by a tutor (e.g. cell phones, texting, laptops, etc.) is not permitted during sessions with students.</b>

## **Supplemental Academic Support Program Overview**

The Tutorial Program is designed to assist students with general academic skill development, specific course content knowledge, and to provide students structured time blocks for studying. As such there are four types of appointments: Learning Assistant, Tutorial, Structured Study Time, and Drop In tutorial.

**Learning Assistants (LA):** LAs meet with students, one-on-one, to monitor their performance and skill development in all classes. LAs will create a plan of action with the student to plan out how the student is going to accomplish her/his academic responsibilities for the week. Focus in these sessions should be on academic skill acquisition, time management, study strategies, and planning for the semester/week.

**Tutors:** Tutors are assigned according to class content. Most tutors will work with students who are enrolled in classes within the tutor's major or classes in which the tutor has taken and in which he/she has performed well. Focus during these sessions should be on planning for and completing class assignments, staying up-to-date on reading assignments, and reviewing or clarifying course content through review of lecture notes and assigned reading. Tutors are not responsible for teaching the material; they are to provide support, only. **Tutors are not responsible for a student's grade in a course; s/he is only responsible for how sessions are conducted in accordance with SAAS and NCAA policies and procedures.**

**Structured Study Monitors:** Structured Study Time (SST) is objective-based. SST monitors check in with their students at the beginning of the hour to find out what assignment or task the students need to focus on during that time. SST monitors may work with more than one student at a time. It is important to make sure all students in the SST group are staying on task. Even if you are meeting with multiple students, a feedback form needs to be completed for each student.

**Drop In:** Drop in tutorial is a general tutorial appointment that students voluntarily attend as needed. Drop in appointments **must be** scheduled by the program coordinator and typically focus on popular courses or common needs among students such as Spanish, Math, and Writing. You will fill out a feedback form for every student that attends your drop in appointment time. *Drop in also occurs when your regularly-scheduled student does not show up for her/his appointment. You may make yourself available to work with other students to remain in SAAS and receive pay for the full hour that your student missed. See policies and procedures for more information.*

### **Appointments**

Tutorial, Learning Assistant, and Structured Study Time appointments are scheduled on hour time blocks. Fifty minutes are designated for tutorial and 10 minutes are set aside to complete the feedback form. In some cases you may see a student for more than an hour.

## **Training**

The Supplemental Academic Support (SAS) Program plays a significant role in the success of our student-athletes. As such, great attention is paid to the hiring and training of all program staff. If any training appointment is missed, the staff member must make up the training by watching a video and/or meeting with the Program Coordinator. **Employment is contingent upon meeting all of the training requirements.**

All new program staff members will attend an initial training, consisting of a program overview, NCAA compliance rules, academic integrity, SAAS policies and procedures, and information pertaining to strategies to use when conducting sessions. Any program staff member who is unable to attend the training in-person is required to watch the video of the training. All new program staff members must also read the training manual thoroughly and address any questions/concerns with the Program Coordinator immediately.

Returning program staff members are required to attend the training sessions pertaining to NCAA compliance and academic integrity every year, to make sure that they remain current on all policies and procedures.

All program staff will receive some additional training throughout the semester. Potential sources of additional training include: webinars, meetings with the Program Coordinator, large group trainings, readings, etc.

# Policies and Procedures

## **NCAA Rules Pertinent to Tutors**

Welcome to the athletic department. Thank you for your dedication and commitment to the academic success of the university's student-athletes. Along with this commitment, comes the important responsibility of compliance. As an employee of the athletics department, you are considered athletics department staff and you must adhere to all NCAA rules. Tutors, like academic advisors, work one-on-one with the student-athlete. It is important that you are knowledgeable of other areas of the NCAA rules beyond academics. Therefore, this handy guide should help answer some questions and alert you to possible problems. The most important thing is that you know you must always ASK if something is permissible or not. Your supervisor is always around and open to any and all questions.

### **ACADEMIC FRAUD**

In addition to USC Academic Integrity policies and procedures there is a further component in athletics-academic fraud. The NCAA definition of academic fraud (see 9/6/00 interpretation below) states that ANY involvement of an institutional staff member in arranging fraudulent credit or false transcripts for a prospective or enrolled student-athlete is a NCAA violation. As a tutor and employee of the athletics department, you are responsible for ensuring that you do not commit academic fraud and you report any suspicions you have to your supervisor immediately (see 12/13/00 interpretation below). Academic fraud is considered to be a subset of the overarching ethical conduct rule, Bylaw 10.1.

Academic Fraud (I)

Date Issued: Sep 06, 2000

Type: Official

Interpretation

The subcommittee reviewed the application of Bylaw 10.1-(b) as it relates to academic fraud and agreed that the following guidelines generally should be used in determining whether an incident of academic fraud should be reported to the NCAA as a violation of Bylaw 10.1-(b) or should be handled exclusively at the institutional level in accordance with its policies applicable to all students.

- a) The subcommittee confirmed that an institution is required to report a violation of Bylaw 10.1 -(b) any time an institutional staff member (e.g., coach, professor, tutor, teaching assistant) s knowingly involved in arranging fraudulent academic credit or false transcripts for a prospective or enrolled student-athlete, regardless of whether the institutional staff member acted alone or in concert with the prospective or enrolled student-athlete.
- b) The subcommittee confirmed that an institution is required to report a violation of Bylaw 10-1-(b) any time a student-athlete, acting alone or in concert with others, knowingly becomes involved in arranging fraudulent academic credit or false transcripts regardless of whether such conduct results in an erroneous declaration of eligibility.
- c) If a student-athlete commits an academic offense (e.g., cheating on a test, plagiarism on a term paper) with no involvement of an institutional staff member, the institution is not required to report a violation of Bylaw 10.1-(b), unless the academic offense results in an erroneous declaration of eligibility and the student-athlete subsequently competes for the institution.

Finally, the subcommittee noted that in all cases in which a student-athlete knowingly engages in conduct that violates institutional policies, the institution is required to handle a student-athlete's academic offense in accordance with its established academic policies applicable to all students.

- It is not okay to provide the student-athlete with ideas for a paper.
- It is okay to help a student-athlete with a problem set.
- It is not okay to actually do the problem set for them. You may show them how to do similar problems, but do not do the actual homework problems for them.

Student-athletes often find themselves in a time crunch and are desperate for help on a paper. Do not be fooled by this. If the student-athlete has started a paper late, or hasn't done the proper research, he/she must bear the consequences. You may suggest that the student-athlete contact the professor and try to arrange for an extension, or suggest that the student-athlete take the penalty for the late paper.

If one of your student-athletes is diagnosed as Learning Disabled (LD), there are additional services which may be provided for the student-athlete. Only those services or accommodations that have been specifically approved by Disability Services in the Learning Center may be provided. Please work closely with Mimi Butler or Dr. Denise Kwok on any LD cases.

### **EXTRA-BENEFIT**

What is an extra benefit?

An "extra benefit" (see 16.02.3 below) is any special arrangement to provide a student-athlete or the student-athlete's relatives or friends with a benefit not authorized by the NCAA rules. The NCAA allows USC to provide student-athletes with scholarships to cover tuition, fees, room, board and books. We can also provide complimentary admissions to USC athletic events, and practice or competition-related apparel, equipment, meals, travel and medical treatment. It is a violation of NCAA rules for a student-athlete to receive any other benefit unless the same benefit is available to all USC students or members of the general public. This prohibition on student-athlete's receiving extra benefits also applies to parents/guardians and relatives. An extra benefit to a parent or relative is considered an indirect extra benefit to the student-athlete and will affect the student-athlete's eligibility.

- You may allow a student-athlete to use your calculator, pen, textbook or dictionary during a tutorial session.
- You may not give the student-athlete a calculator, pen, textbook or dictionary for his/her use at home.
- You may allow a student-athlete to use the telephone, fax machine, or copy machine for research and work only for the subject/ course you are tutoring them for. If the student-athlete needs to use these machines for any other subject/course or purpose, then they must get permission from an academic counselor.
- You may allow the student-athlete to have Xerox copies or computer print-outs for personal purposes PROVIDED they pay the cost per page.
- You may not loan a student-athlete ANY money for any reason. This includes money for copies, printouts, or \$5 for lunch. In addition, you may not cosign a loan for a student-athlete.
- You may not, under any circumstances, type a paper or arrange for someone else to type a paper for a student-athlete.
- You may NOT provide transportation for a student-athlete – not even a ride home after a late tutor session. (If there is an emergency, and the student-athlete must get transportation, please consult with your supervisor.)

### **ATHLETIC GAMBLING POLICY**

The NCAA rules prohibit all student-athletes and intercollegiate athletic staff members from participating in any type of gambling activities involving intercollegiate and professional sports. The University of Southern California Department of Intercollegiate Athletics strictly enforces these rules. According to NCAA Bylaw 10.3, athletics department staff members and student-athletes are prohibited from knowingly engaging in any of the following gambling activities:

- Providing information to individuals involved in organized gambling activities concerning intercollegiate athletics competition;

- Soliciting a bet on any intercollegiate team;
- Accepting a bet on any team representing the institution;
- Soliciting or accepting a bet on any intercollegiate competition for any item (e.g., cash, shirt, dinner) that has tangible value; or
- Participating in any gambling activity that involves intercollegiate athletics or professional athletics, through a bookmaker, a parlay card or any other method employed by organized gambling.

The ban on soliciting or accepting bets includes participating in sports pools. The ban on gambling on professional athletics applies to any professional sport that is sponsored by the NCAA. Thus, it does not apply, for example, to horse or dog racing.

The penalties for violating any of these rules are severe. The NCAA Bylaws specifically identify the penalties that will be imposed on student-athletes who engage in gambling or point-shaving activities involving their institution's intercollegiate contests or who engage in gambling activities involving any intercollegiate or professional athletics. In addition, the NCAA enforcement process has imposed substantial penalties on athletic department staff members who violate the rules against gambling.

**Gambling involving student-athlete's institution:** A student-athlete will permanently lose all remaining regular-season and postseason eligibility in all sports if he or she engages in activities designed to influence the outcome of an intercollegiate contest or to affect win-loss margins (i.e., "point shaving"), or solicits or accepts a bet or participates in any gambling activity through bookmaker, a parlay card or any other method employed by organized gambling that involves wagering on the student-athlete's institution.

**Gambling involving intercollegiate athletics or professional athletics:** If a student-athlete solicits or accepts a bet or participates in any gambling activity that involves intercollegiate athletics or professional athletics, through a bookmaker, a parlay card or any other method employed by organized gambling, the student-athlete shall be ineligible for all regular-season and postseason competition for a minimum of a period of one year from the date the violation occurred and shall be charged with the loss of a minimum of one season of competition. A request for reinstatement may be submitted on behalf of a student-athlete who has participated in such activity only upon fulfillment of the minimum condition indicated above. If the student-athlete is determined to have been involved in a subsequent violation of any portion of Bylaw 10.3, the student-athlete shall permanently lose all remaining regular-season and postseason eligibility in all sports.

### Some Recent Gambling Cases Involving Student-Athletes

#### **Case #1**

**Facts:** A wrestling student-athlete placed five to seven bets per week for a period of six weeks (approx. 30-42 bets) valued at \$50 to \$100 per bet (total between \$1,500 and \$4,200) during the fall 1998 semester. Student-athlete bet on both college and professional football contests through a bookie. Student-athlete won approx. \$1,500 and lost approx. \$2,000.

**Action:** Eligibility not reinstated.

**Rationale:** NCAA determined that student-athlete's eligibility should not be reinstated based on a number of factors including the large amount of wagers placed by student-athlete, the length of time that student-athlete wagered with the bookie, the large total amount of weekly wagers placed by student-athlete and the fact that the student-athlete was in his third year of college as a student-athlete when he began gambling.

#### **Case #2**

**Facts:** Men's golf student-athlete wagered on professional golf tournaments, professional baseball contests and professional men's tennis matches through an Internet sports book. The student-athlete wagered between \$300 and \$400 during May and June 2002.

**Action:** The student-athlete was declared ineligible for the 2002-2003 season, his fourth and final season of eligibility.

### **Some Recent Gambling Cases Involving Staff Members**

#### **Case #1**

**Facts:** For a period of approximately five months, the assistant men's tennis coach wagered a total of approx. \$300 on sporting events, including intercollegiate sporting events. On at least two occasions, the assistant coach wagered on the institution at which he was employed.

**Action:** The assistant men's coach was suspended from all coaching related activities for a period of two years.

#### **Case #2**

**Facts:** A former assistant football coach and a former restricted assistant football coach placed bets on professional and intercollegiate football games during the 1997 and 1998 football seasons. The assistant coach wagered \$200 to \$300 per game during seven or eight weeks of the season. The restricted coach wagered \$20 to \$50 per game on six to 12 weekends.

**Action:** The assistant football coach and the restricted assistant football coach were suspended from all coaching related activities for a period of two years.

#### **Case #3**

**Facts:** During the fall of 2002, the associate athletics director for special events, an athletics department staff assistant and the student assistant for media relations each paid \$50 entry fee to participate in an NFL fantasy football league that awarded a \$250 prize. The staff members were aware of the ban on gambling activities, but believed participation in a fantasy league was permissible inasmuch as it involved wagering on individual players' performances as opposed to the outcome of specific contests.

**Action:** The assistant athletics director for special events and the athletics department staff assistant were suspended from all athletically related activities and duties for a period of two days, and the student assistant for media relations was suspended from all athletically related activities and duties for a period of one day.

## **Academic Integrity**

### **SOME COMMON FORMS OF ACADEMIC DISHONESTY (See *SCampus §11.00*)**

#### **Plagiarism**

- Submitting material authored by another and represented as the student's own work.
- Acquiring work from any source and presenting it as the student's own work.
- Copying work or ideas in verbatim or near verbatim form and not correctly referencing the source.

#### **Cheating**

- Use of unauthorized assistance.
- Allowing another student to copy work.

- Resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor.
- Possessing notes or other materials not explicitly allowed by the professor during an exam.
- Talking with fellow students during exams.
- Looking at another student's exam.
- Continuing to write after the allotted time period.
- Taking a test for someone else or permitting someone else to take a test for you.

### **Unauthorized Collaboration**

- Working with others unless expressly permitted by the instructor.
- Providing a copy of an exam or answer key to others.
- Sharing with another a solution to homework or other assignments.

### **Falsifying Academic Records**

- Attempting to change, altering, or being an accessory to changing a grade in a grade book, work submitted on a test or a final project, a "supplementary grade report," or other university academic records.
- Submitting work which is false, invented, or does not represent work completed by the student.
- Misrepresentation of official records including: academic transcripts; exam papers altered for re-grading; Dr's notes; forged signatures; and letters of recommendation.
- Members of the USC community are expected to be honest and forthright in their academic endeavors.
- When students accept their offer to USC they are also accepting to abide by the Student Conduct Code as it is outlined in *SCampus*.
- This is a higher standard of conduct than expected in the general community because we are TROJANS.
- When USC confers a degree, it is acknowledging students' academic success and their ability to be a positive, honest, and outstanding citizen within society.
- To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced.
- In failing to uphold academic standards students cheat themselves and others out of learning, degrade the value of their education, and diminish the prestige of the USC education.
- Ignorance of these expectations is not an acceptable justification for violating the Student Conduct Code

### **POSSIBLE CONSEQUENCES FOR ACADEMIC DISHONESTY**

- Inability to withdraw or drop class
- "F" in the course
- Notation on transcript
- Dismissal from an academic program
- Suspension or expulsion from the University
- Revocation of admission or degree
- More severe penalties for graduate students and/or second offense

### **RECOMMENDATIONS TO AVOID ACADEMIC DISHONESTY**

- Be prepared for exams and assignment due dates - Don't procrastinate.
- Avoid sitting next to your friends during exams.
- Avoid taking additional materials to exams.
- Protect your work.
- Report cheating to the faculty.
- Take full advantage of your educational opportunities – Learn the material.
- Read the *SCampus* - Student Conduct Code. Be aware of what constitutes academic dishonesty.
- Make sure you understand the specific standards for an assignment or class.
- Don't ask your friends for homework or unauthorized assistance.
- Demonstrate your integrity.
- Encourage honesty among other students.
- Read the course syllabus.
- Ask the instructor what his/her expectations are, regarding citation style and working with other students.

## RESOURCES

- **Your Professor and TA:** If you are unsure of expectations ask for clarification and report academic dishonesty.
- **USC Libraries:** [http://www.usc.edu/libraries/about/reference/research\\_guides/](http://www.usc.edu/libraries/about/reference/research_guides/)
- **The Writing Center.** The Writing Center offers tutoring for writing papers and improving writing skills for students at all levels. THH 310, (213) 740-3691. [www.usc.edu/schools/college/writingcenter/](http://www.usc.edu/schools/college/writingcenter/)
- **SCampus:** This guidebook contains the Student Conduct Code, policies applicable to students, and resources available to assist students in their pursuit of academic success. <http://web-app.usc.edu/scampus/>
- **The Undergraduate Student Code of Academic Ethics:** [http://www.usc.edu/dept/student\\_senate/ethics](http://www.usc.edu/dept/student_senate/ethics)
- **American Psychological Association (APA) style:** <http://apastyle.apa.org/>
- **Modern Language Association (MLA) style:** <http://www.mla.org/style>
- **Chicago/Turabian style:** [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

Student Judicial Affairs and Community Standards (SJACS)

Figueroa Building (FIG) 107

213.821.7373 [sjacs@usc.edu](mailto:sjacs@usc.edu)

[www.usc.edu/student-affairs/SJACS/index.html](http://www.usc.edu/student-affairs/SJACS/index.html)

*Obtained from Student Judicial Affairs and Community Standards Website*

<http://www.usc.edu/student-affairs/SJACS/pages/students/publications.html>

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Faculty Athletic Representative (FAR)

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[cpastore@law.usc.edu](mailto:cpastore@law.usc.edu)

# **SAAS Guidelines**

## **Location for Appointments**

Sessions are only permitted in SAAS's facilities. This includes the computer lab, and large tutorial area. Program staff members are not allowed to work with student-athletes outside of the SAAS facilities. **No writing tutorials may take place behind closed doors.**

## **On-line Courses**

SAAS does not offer tutorial for on-line courses unless prior approval has been granted by the course instructor.

## **Take-home Exams**

Program staff members **are not permitted** to provide assistance on take-home exams. Before working with a student on a paper, make sure that it is NOT a take-home exam (you should always ask to see the assignment/prompt; this is particularly true for drop-in appointments where you may not be familiar with the course requirements or assignment).

## **Courses Tutors are Currently Enrolled**

Tutors **may not** tutor any students for classes in which they are currently enrolled.

## **Program staff members are not allowed to have any contact with coaches or professors**

This will be explained during training.

## **All support must take place in SAAS**

Program staff members are not allowed to provide any assistance through texts, phone calls, emails, or any other form of communication other than face-to-face, in the Stevens Academic Center.

## **Dress Code**

All tutors and learning assistants **must** wear the SAAS polo with pants, jeans or a skirt that is no shorter than at the knee. Shorts, sweatpants, hats, and yoga pants/capris are not allowed. Each tutor will be given his/her own polo. Please remember that the goal is to look professional in your role as a tutor/learning assistant.

## **Group Tutoring**

Group tutoring is set-up by the Program Coordinator only. Group tutoring is defined as tutoring three or more students at the same time.

## **Computer Lab**

Program staff members are allowed to use the SAAS computer lab for Trojan Time and session-related purposes only. **Do not** use the computers for personal use. **Program staff members are not allowed to print any documents. The paper is paid for out of an account that would result in a violation if used by anyone other than a student-athlete.**

## **Cell phones are to be turned off**

We ask that program staff and student-athletes refrain from texting or talking on their phones in SAAS. Please step out if you must take/make a call.

## **Facebook, You Tube, or watching TV on your laptop is prohibited in SAAS**

We ask that any down time be spent working on SAAS-related activities while you are on the clock.

## **Food is not allowed in SAAS (Computer Labs or Tutorial Area)**

Please eat in the Tutor Room or outside so as not to distract students. There is a refrigerator for your use in the Tutor Room. Please make sure to keep it clean; it is your responsibility to clean up after yourself, as nobody else

will clean the refrigerator. Student-athletes are not allowed to eat in the computer labs or tutorial area either. Please make sure to reinforce that policy. Only clear liquid is allowed by tutors and student-athletes in the main tutorial area, and nothing is allowed in the computer labs.

### **Book Policy**

Tutors are allowed to check out books for their tutorial sessions as needed, from a staff member. Books must be returned at the end of the appointment. We have a very limited library; we don't have books for all classes.

### **Students not at their session within 5 minutes**

If a student has not arrived within 5 minutes of their scheduled tutorial appointment time, you must notify the student's advisor immediately. Please go to the advisor's office to notify her/him of the student's absence.

### **Drop-in Procedures**

If a student has not shown up within 15 minutes of their scheduled appointment time and you would like to remain on the clock for that scheduled hour, you must make yourself available to any students needing assistance by placing the Drop-In card next to your name on your table. Please make sure to help students feel comfortable approaching you for help. Do not keep Drop-In cards in your binder; please return them to the space designated for the cards, in the box with all of the forms in the Tutor Room.

### **Binders**

Binders area available for you to use to keep your schedule, contact information sheet, students' syllabi, semester calendars, action plans for your students, etc. Binders must be kept in SAAS at all times.

### **Tutorial Schedules & Work Day**

You may only work 8 hours per day and no more than 5 hours and 59 minutes in a row without a 35 minute break, including all jobs on campus. Also, if you are working other jobs on campus remember you can NOT work seven days in a row during the same pay period. Over time is not permitted here at SAAS. If you are an international student you may only work up to 20 hours per week, including other jobs on campus.

If you need to update your information at any time please notify the program coordinator. Do not change hours of availability during the semester. If an EMERGENCY comes up we will adjust your hours. Remember this is a commitment for the entire semester (up until the last final of your students).

Your schedule will change during the first few weeks of the semester as students are often added to appointments up until the third week of classes. Also, as students change their class schedule their support needs will change. Please check your email daily as schedule changes will be sent to you by email.

## **No Shows, Reschedules, Extra-Appointments**

### **Student-Athlete Appointment No Show**

For a student-athlete to be considered a no-show to an appointment session, he/she must be at least 15 minutes late to a session. Tutors are required to wait at least 15 minutes before leaving. A "No Show Report" must be completed once 15 minutes has passed. If a session has multiple students, a form must be filled out for each student missed. Please do not combine multiple students on one form.

### **If a student-athlete provides 24-Hours Notice**

Try to reschedule and e-mail Jenn Castro at [castroje@usc.edu](mailto:castroje@usc.edu), informing her of the rescheduled appointment. Still fill out a No Show Report and indicate that the student gave 24 hours notice. Hold drop-in hours or clock out and leave. Giving 24-hours notice is not the same as being excused from a session. If a student is excused you will receive notification from the SAAS full-time staff. A student

may not excuse themselves regardless of what they inform you (tutors cannot excuse student-athletes either). **Only SAAS staff members can excuse a student.**

### **If a student-athlete provides notice less than 24-Hours in advance**

Try to reschedule (still fill out a No Show Report and indicate that the student gave you less than 24 hours notice) and e-mail Jenn Castro, castroje@usc.edu, informing her of the rescheduled appointment. Please inform your student-athlete not to make rescheduling a habit because they will receive a negative point. Hold drop-in hours or clock out and leave.

### **Student-Athlete States there is No Session Necessary**

A session cancellation can only come from the advisor. The advisor informs the Program Coordinator and the Program Coordinator will take the student-athlete off your schedule. If a student claims they do not need a session ask them to confirm it with their advisor. **Always fill out a missed appointment form as long as the appointment is on your schedule.** There is always work to be done, so encourage the student to complete work due in the future, go over study tips, check blackboard for grade information, and/or read over notes. If the student does not show, fill out a “No Show Report.”

*\* Any time you are holding drop in hours please do not socialize with other tutors.*

### **One-Time Reschedules or Extra Appointments**

**All rescheduled appointments must be cleared with the student’s advisor in advance and all extra appointments must be cleared with the program coordinator in advance.** Always send the program coordinator an email with the day/time of the appointment. SAAS needs to account for each appointment and the email will also serve to document your extra time for payroll purposes.

## **Conducting Research Using Student-Athletes**

If you need to conduct research for a course that requires you to interview student-athletes, you must obtain permission from the Program Coordinator in advance. Interviews may not occur during your sessions or while you are clocked in. You may not use student-athletes you are currently working with, and their participation must be strictly voluntary, and un-coerced. You will be responsible for setting up the interviews, on your own; SAAS staff will not assist you with this in any way. Make sure to maintain open communication with the Program Coordinator, and ask if you have any questions, at any time.

## **Tutor/Learning Assistant Time-Off Request**

### **Vacation Request**

If you are going to be absent, a “Time-Off Request Form” and the “Student Coverage Plan” needs to be submitted **two** weeks before your intended absence if possible. You need to let your students know that you will be absent and try to reschedule their appointments. A “No Show Form” needs to be filled out for all sessions missed as soon as you are able to do so, but no later than your first day back to work, so the advisors do not think it is a student absence. Make sure to write in the first line of the “No Show Form” that you were the one who missed the session. In addition to completing the “Time-Off Request Form” and the “Student Coverage Plan,” please email the advisor(s) for the students you will be missing, to notify them of your absence as well. Copy the Program Coordinator on all email correspondence with advisors at all times.

### **Tutor/Learning Assistant Missed Session (Day of)/Sick**

Email the SAS Program Coordinator, and copy the advisor(s) for all students you were scheduled to meet with, as soon as possible if you are going to miss any of your sessions that day, for any reason. Include all students' names you will be missing. **You should never miss a session without informing the SAS Program Coordinator first.** As soon as you are able to do so, but no later than your first day back, please complete the "No Show Form" and write, in the first line, that you missed the session.

### **Review Sessions**

Tutors are encouraged to conduct review sessions prior to an exam, particularly prior to midterms and finals, in order to help students prepare. Review sessions must be scheduled in advance with the Program Coordinator, as we invite all student-athletes who are enrolled in the class to attend. The Program Coordinator will send an email to all student-athletes enrolled in the course and copy you. This email will act as confirmation of the review session being scheduled. During the review session, student-athletes **MUST** sign in themselves (the review session sign-in sheets are located in the tutorial form boxes). Once the session is complete, you must put the sign-in sheet (keep a copy in your binder) in the Program Coordinator's mailbox, and make copies to place in all of the advisors' mailboxes, located in the other wing.

**\*\* Tutors are NOT allowed to provide any handouts or study guides for the review sessions. Student-athletes can create their own handouts/study guides. Remember, student-athletes may not receive any handout that is not made available to the entire class. Tutors are to facilitate discussion amongst the student-athletes present for the review session. If you need more clarification, please see the Program Coordinator. Tutors may receive compensation at time-and-a-half for holding a review session. It is the responsibility of the tutor to write on their time card that a time that they are clocked in is for a review session so the coordinator can adjust the time on Trojan Time (TT). The program coordinator will not add the time-and-a-half to TT without the tutor's written explanation that a time they were clocked in was for a review session. Tutors should also avoid going over the allotted time set by the program coordinator. If the tutor goes over the time that was previously set, the tutor must email the coordinator to explain the extra time.**

### **Payroll**

#### **Time Card Submission & Trojan Time**

- Program staff members must clock in/out for every session and are only allowed to clock-in **five minutes** prior to the start of tutorial appointments.
- If you use the front side of the card, please turn it over and use the back of the card, as opposed to getting a second time card for the pay period.
- When clocking in/out, disregard the 1<sup>st</sup> day, 2<sup>nd</sup> day/in/out etc. listed on the left-hand side of the time card; simply use each line to clock in each time you come in and clock out at the end of your shift.
- If you forget to punch in or out you must have the program coordinator or other staff member initial your timecard for the missing time.
- If you have an hour or more between scheduled sessions, **you must clock out.**
- **Time-cards should be left in the Tutorial Room at all times.**

- Program staff must transfer their hours from their time card into Trojan Time at the end of each shift; **do not wait until the last day of the pay period to enter all hours.**
- Please place your time-cards in the slot labeled, “Time Cards – End of Pay Period,” at the end of each pay period.
- Time-cards are used to cross-check Trojan Time and are required for Trojan Time approval.
- Please do not round clock in and out times (**document times exactly as they appear on your timecard on Trojan Time**).
- You must submit your hours before they can be approved for payroll. **All hours must be submitted before 10:00 p.m. on the day Trojan Time is due in order to be paid on time. DO NOT FORGET TO ENTER YOUR HOURS IN TROJAN TIME!!**
- The Program Coordinator will audit all time cards using the GF schedules. Any hours that appear on the time card, that have not been scheduled for you on your GF schedule, must receive approval from the Program Coordinator prior to the extra session, and must be explained on the time card next to the additional time on the time card. **Please do not write anything under “Comments” in Trojan Time. All explanations should be written on your time card, not in Trojan Time.**
- **Do not** add any appointments on GF yourself, or alter your GF schedules in any way.

### **Accessing Trojan Time**

- Access Trojan Time from the USC homepage ([www.usc.edu](http://www.usc.edu)): click on, “employees.”
- Click on “Trojan Time.”
- Enter your username and password that you use to access your USC email.

### **Getting Paid**

- It is best to sign up for direct deposit, as this will make it easier for you to get paid.
- If you do not set up direct deposit, you may pick up your checks beginning Thursday, the week following the Wednesday that you submit Trojan Time.

### **Evaluations**

All program staff will be evaluated by the Program Coordinator and SAAS staff based on their adherence to NCAA and SAAS policies and procedures, as well as how they conduct themselves and their sessions. Evaluations will include the following: notifying Program Coordinator and staff of missed sessions prior to those sessions; communicating student issues with staff; adherence to NCAA and academic integrity rules/standards; completing feedback forms before the end of the day, every day, for all students you met with that day; including required information in feedback forms; maintaining an academic focus throughout tutorial sessions; communicating with staff regarding rescheduled sessions; following payroll procedures; actively engaging students during sessions; demonstrating professional behavior.

# TUTOR ROLE

## **Tutor Expectations**

**The student's independence is the ultimate goal.** Discuss study strategies from your experience as a student such as note-taking and test preparation tactics. Allow the student to apply these strategies with your help, and then independently. Take time to share effective learning methods so the students can grow.

**Advocate academic integrity.** Under no circumstance should a tutor do any of a student's work nor should the student expect or request it. USC has strict consequences for students involved in academic integrity violations. If you see something suspicious, such as a copy of a test in your student's notebook or you suspect your student plagiarized part or all of a paper, report it immediately to the tutorial coordinator and the student's advisor. Turning a blind eye is not acceptable and is grounds for termination.

**Conduct interactive tutorial sessions.** Students should not spend tutorial sessions reading; this is not a productive use of the session. If they absolutely must read an article or chapter, or if the goal of your session is to help build their reading comprehension skills (Learning Assistant sessions), they should only read a small section, for no longer than 10 minutes at a time, and then become engaged with the material by summarizing what they have read, tying the reading back to class content, generating examples, etc. **All tutorial sessions must be interactive.**

**Be a role model.** Your effectiveness as a tutor or Learning Assistant exists beyond your capacity to teach content knowledge. The study skills and behavior you employ as a student can be of great benefit to your students.

**Admit when you do not know something.** Admitting your lack of knowledge on a subject is a sign of strength, not weakness. It is better to ask for help than to misadvise a student.

**Be organized.** You will maintain an organized binder with your students' contact information and their syllabi (for classes tutored). This will serve as a reference throughout the semester.

**Check email daily.** Email is the primary means of communication between the Program Coordinator and program staff. Your schedule and any changes made to it will be emailed to you.

**Rescheduled appointments.** Program staff must obtain permission from the student's advisor prior to rescheduling an appointment with a student.

**Do not impose your personal value system or lifestyle on your students.** While working with students you may find that your value system or lifestyle differs. It is important to understand and work with these differences rather than require someone to change.

**Do not work on your own work during tutorial sessions.** You should be actively engaging students throughout all tutorial sessions. This is not the time to catch up on your work.

**Follow study hall rules.** SAAS is an academic and professional environment. Your behavior should contribute to this environment rather than cause a distraction for others studying or working. As such you are expected to follow the rules that we assign to our students. Please turn off your cell phone when you come to work, do not use Facebook or any other form of social media, and do not eat during your appointments.

**Do not contact the student's instructor or TA.** If you feel the instructor or TA needs to be contacted encourage the student to email/ call the instructor or express your concerns with the Program Coordinator. Under no circumstance are you or any employee of the athletic department allowed to discuss/debate a student's grade or performance. Contacting a professor without the approval of the Program Coordinator is grounds for dismissal.

**COMPLETE ALL FEEDBACK FORMS IMMEDIATELY AFTER YOUR SESSION WITH THE STUDENT.** Each morning we run a tutorial report, which provides us immediate attendance and grade information. If a form is missing we do not know whether an appointment took place. These reports are forwarded to coaches/administrators and consequences for student-athlete misconduct are enacted usually within the day. You should utilize the 10 minutes between sessions to complete your feedback form. **Feedback forms should never be completed during a session with a student.**

**Be accurate.** It is imperative that you provide detailed, accurate information about your students, including information regarding attendance, punctuality, preparedness, grades, attitude/behavior, etc. Do NOT allow the student to guilt you into omitting important information on feedback forms or conversations with staff. Although it may seem as though you are doing them a favor, it is actually detrimental to our ability to provide them with the best support possible and to teach them responsibility and accountability.

## Example of a Good Feedback Form:

Tutoring Report
Edit | Delete

**Appointment Details**

**Appointment:**

**Reason:**

**Date of visit:**

**Attendee**

Arrived:  Departed:

This person attended

---

**Attendee**

Arrived:  Departed:

This person attended

**Report Details For Christopher Orenic**

**Assignments Discussed**

**Objectives of the Session**

**Study Skills Used**

**Goals for Next Session**

Student arrived on time and was ready to begin our session.  
 Yes  No  N/A

Student was prepared (attended class, read lesson, had notes, etc)?  
 Yes  No  N/A

Student asked for explanation of material not understood?  
 Yes  No  N/A

Student responded positively to instruction (as you suggested)?  
 Yes  No  N/A

Student was aware of future assignments?  
 Yes  No  N/A

Student shows a better understanding of the material since our last session.  
 Yes  No  N/A

**Appointment Summary And Reminders**

**Summary**

Chris was on time with all required materials. He received scores for test 1. He showed me the test and earned 82.5. He reports not being happy with this work and will work harder to raise it. Today we worked on the preterit and imperfect (Spanish III). The imperfect in Spanish is a difficult tense to apply. He had a bit of difficulty in deciding which of the two tenses to use and when. The professor has provided an assignment containing three brief paragraphs and in each, based on the context, the student must decide which tense to use. I recommended that he makes flashcards to practice the imperfect and to look for clue words.

**Suggested time:**

**Suggested date:**

This will be saved on the report as a suggestion. No appointment will be created.

**Privacy**

This report is hidden from student view.

**Report Information**

Created By:   
( Tutor )

**Review all assignments with the student.** If a student asks you to look over an assignment they must be present while you do so. **You may not proofread a paper and email corrections to a student or answer questions via email. You must meet with the student to discuss the material.** Also, ask to see a prompt if working on a take-home paper or project to ensure that it is not a midterm/final and the student is able to receive help. This is to protect you and the student from unintentional, academic integrity violations. **Remember, you may NOT provide assistance on take-home exams.**

**Be punctual and consistent.** Keep all appointments and arrive on time to the best of your ability. If you are running late notify your student and the Program Coordinator. Your schedule should remain consistent throughout the entire semester, including finals week. You must plan ahead to accommodate both your students' and your own study needs. Your students are counting on your assistance during this time.

**Be respectful.** Give your student your undivided attention during the appointment.

**Be assertive.** Your student should afford you the same respect and attention. If you feel the student is not being respectful or the appointment is not being productive please contact the Program Coordinator or the advisor on duty.

**Socializing Policy:** While working with your student-athletes in SAAS, you should develop a good rapport with them. However, you must **create and maintain professional boundaries with all student-athletes** (whether they are on your schedule or not), **both inside and outside of SAAS.** Tutors and Learning Assistants should not engage in social interactions with any student-athletes, including hanging out socially outside of SAAS and the Stevens Academic Center, connecting via social media outlets (e.g. Facebook, Twitter, Instagram, or other forms), calling/texting, etc., as this can damage the professional nature of the relationship that is required for this position, and could lead to an NCAA and/or academic integrity violation. It is difficult to uphold NCAA rules regarding extra benefits if you are involved in a non-professional, social relationship with a student-athlete. Failure to adhere to this policy could jeopardize your employment with SAAS.

## **Tutoring Session Basics**

### Initial Session

Meet your student-athlete. Get to know your students' academic strengths and weaknesses, study habits, academic background, preferred learning styles, and motivational levels. You should also take this opportunity to set the expectations and professional boundaries of your tutorial sessions and relationship, both inside and outside of SAAS.

\*Exchange phone numbers and emails so you can contact each other if something arises. Contact should remain professional at all times. Phone numbers (including texting) should not be used for anything other than SAAS-related (and approved) activities.

Look at the class syllabus/syllabi and make a calendar of important events. Mark down exams, papers, finals, projects, etc. Make two copies of this calendar so you have one to keep track and your student has one to stay on top of everything as well. Also make a copy of the syllabus/syllabi for yourself as well so you can follow along.

\*Make two copies of the syllabus. Keep one in your binder and place the second in the binder in the Tutorial Room.

Provide some feedback on the class. If you have already taken this class, you must have some opinion on it; share it with your student-athletes so they know what to be aware of, including things like what they should concentrate on, what the professor really emphasizes, etc.

Discuss how your tutorials will run. Discuss with your student-athlete how they would like these tutorials to go. Let them know that they are expected to attend every session and if they are unable to attend to let you know more than 24 hours in advance. These are more than just sessions for them to do reading. They should be coming to tutorial with questions, things they want to work on and with the things you (and/or their Learning Specialist) decided they should do outside of tutorial completed. Let your student-athlete know that you cannot help them if they are unwilling to put any effort into their tutorials.

## Continuing Sessions

Check in with your student-athlete. Find out how the week went for them and what is going on. They are athletes, so they normally have very intense practices and workouts that can really exhaust them. Do not, however, spend more than 3-5 minutes discussing issues that are unrelated to academics. The focus of all sessions must be academic in nature. Do not get into personal issues or problems with your students. If your student begins to divulge personal problems, please remind them that the focus of the tutorial session is academics and then talk with the Program Coordinator so that appropriate referrals can be made and the student's issues can be dealt with by appropriate staff members.

As students, they could have other really big tests, papers, projects due that they really need to work on. Find out if they have anything specific to work on in the class that you are working with them in—anything coming up this week or next.

Make sure they brought their books. Your student-athletes should bring all of their books, notebooks, etc. but if not, tell them to go get them very quickly (only if they are able to do so quickly). They shouldn't be wasting your time while you wait for them to get all of their things together. Make sure you document the student's lack of preparedness on the feedback form and have a meeting with the Program Coordinator and student's advisor if the problem persists.

Also, check for class notes each session, as well as blackboard. Students should have notes from lecture and labs. Review the notes to gain a better understanding of their ability to pay attention in class and process verbal information from their professors. Obtain all grade information from students and report that in the feedback form, indicating whether the grade information you obtained what visual or verbal (as to see grades whenever possible, as visual confirmation is more reliable than verbal).

At the end of your session give specific tasks to do by next week. Based on the work you accomplished in your session and assignments for the coming week, work with your students to set goals of what they need to work on during the week until your next session. It will help with time management so by the time you meet again, they will have completed their reading assignments, taken notes, or written a draft so you can go over everything during your tutorial. **Note on the feedback form any time that students don't complete assigned tasks and have a meeting with the Program Coordinator and the student's advisor if the problem persists.**

## **Tutor Dos and Don'ts**



- 1. Begin sessions on time.** Show respect for the student by being prepared and beginning each session on time. If you are going to be late or are unable to keep your appointment, call your supervisor as soon as possible so we can notify the student.
- 2. Be friendly and courteous** towards your student. Learn the correct pronunciation of students' names and greet them when they arrive for your appointment.
- 3.** Create an environment for learning by **being open with your tutee** and encouraging him/her to be open with you.
- 4.** Focus your attention on the student and encourage him/her to **actively participate** in a joint exploration of the subject matter.
- 5. Begin the tutoring session at the student's level of understanding** and move step by step into new information.
- 6.** Give the student **positive reinforcement** when appropriate. Be honest and sincere when you praise a student's efforts and accomplishments. Celebrate even small victories (e.g. an orderly notebook, improved class notes, better time management, etc.)!
- 7.** The tutoring session should **focus on "learning how to learn"** rather than simply arriving at a correct answer. Your goal is to help the student become an independent learner. This is achieved when the student understands problem solving techniques, how to study, and has developed flexibility in his or her critical thinking process.
- 8.** As final advice, **be patient!** Progress takes time!



- 1. Most important of all, don't do the work for the student.** As a tutor, you are to act as a guide or a coach, and participate indirectly. The student won't develop the proper skills to become an independent learner if you do the work for him or her.
- 2. Don't get involved if a student criticizes a professor.** Our role at CAS & SAAS is to support the instructional program. Any negative comments you might make will undermine this purpose. If a student tries to engage you in conversation about a professor, redirect the attention back to the course content.
- 3. Don't try to take the place of the professor.** Tutoring should supplement the instructional program, not supplant it.
- 4. Don't lecture to the student.** You should engage the student in your explanation of the subject matter by summarizing or reflecting on what you have discussed. The student should be an active participant in the tutoring session. If the student didn't understand the concepts when the professor lectured, don't assume he/she will understand just because you are lecturing. Use a different approach!
- 5. Don't try to assume the role of a counselor or academic advisor.** If a student is having personal problems or is unsure about whether to stay in a class or drop it, make a referral. Don't try to solve these problems. You may have good intentions, but the student needs professional advice.
- 6. Don't focus on mistakes.** We all make mistakes when we are learning something new. It's part of the learning process.
- 7. Finally, don't give up.** It may take a student longer than you expect to grasp the concepts, but your persistence will pay off!

# TUTOR RESOURCES

## Learning Styles

Learning styles are simply different approaches to or ways of learning. How do you know your learning style? Most people use a combination of learning styles (and we should since it helps us better process and learn information). Below are short checklists and information that can help you find and develop your preferred learning style. But remember it is helpful to develop all three styles.

### Auditory

- Books are very important to me
- I can hear words in my head before I read, speak, or write them down
- I get more out of listening to the radio or a spoken-word cassette than I do from television or films
- I enjoy word games like Scrabble, Boggle, Anagrams, or Password
- I enjoy entertaining myself or others with tongue twisters, nonsense rhymes, or puns
- English, social studies, and history were easier for me in school than math and science
- When I drive down a freeway, I pay more attention to the words written on signs than to the scenery
- My conversation includes frequent references to things that I've read or heard

### *Ways you can utilize your auditory strengths and abilities:*

- Attend discussions and tutorials
- Discuss topics with others
- Discuss topics with your teachers
- Explain new ideas to other people
- Use a tape recorder during lectures
- Remember the interesting examples, stories, jokes from class
- Describe the overheads, pictures, and other visuals to somebody who was not there
- Put your summarized notes onto tapes and listen to them
- Ask others to "hear" your understanding of a topic
- Read your textbook and summarized notes aloud
- Speak your answers aloud

### Hands-on/Kinesthetic

- I engage in at least one sport or physical activity on a regular basis
- I find it difficult to sit still for long periods of time
- I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model building
- My best ideas often come to me when I'm out for a long walk or a jog or when I'm engaged in some other kind of physical activity
- I often like to spend my free time outdoors
- I frequently use hand gestures or other forms of body language when conversing with someone
- I need to touch things in order to learn more about them
- I would describe myself as well coordinated
- I need to practice a new skill rather than simply reading about it or seeing a video that describes it

### *Ways you can utilize your kinesthetic strengths and abilities:*

- Take Lab classes
- Go on field trips
- Look for examples of principles
- Use real-life examples and real-world applications
- Use case studies and applications to help with principles and abstract concepts
- Find hands-on approaches

- Utilize trial and error in learning new concepts
- Use pictures and photographs that illustrate an idea
- Put plenty of examples into your summary
- Write practice answers to (possible) exam questions
- Role play the exam situation in your own room

#### Visual

- \_\_ I often see clear visual images when I close my eyes
- \_\_ I am sensitive to color
- \_\_ I frequently use a camera or camcorder to record what I see around me
- \_\_ I enjoy doing jigsaw puzzles, mazes, and other visual puzzles
- \_\_ I can generally find my way around unfamiliar territory
- \_\_ I like to draw or doodle
- \_\_ Geometry was easier for me than algebra in school
- \_\_ I can comfortably imagine how something might appear if it were looked down upon from directly above (a “bird’s-eye view”)
- \_\_ I prefer looking at reading material that is heavily illustrated

#### *Ways you can utilize your visual strengths and abilities:*

- Pay attention to or use gestures
- Utilize pictures, videos, posters, slides
- Look for diagrams, charts/graphs, and pictures in your textbooks
- Underline, highlight, and use different colors, symbols in your notes
- Try different arrangements for lecture/book information
- Convert lecture and book notes into pictures or display them graphically
- Practice turning your visuals (back) into words
- Recall the pictures made by (the look of) the pages of your textbook

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## **Attention Deficit Hyperactivity Disorder**

### **Definition**

- ADHD impedes students’ ability to engage in goal-directed activities or protect an ongoing activity from external distractions. Students with ADHD have difficulty staying focused on tasks that require sustained effort and concentration. Additionally, heredity has been shown to play a significant role in causing ADHD.

### **Behavioral Characteristics**

- Students may have difficulty staying focused on a specific task
- Some students have impaired working memory such that remembering and keeping information in memory can be difficult
- Students can be impulsive (e.g., refraining from interrupting conversations)
- Students may have difficulty managing their time efficiently and staying organized
- Students may display excessive fidgeting and restlessness

- Students often feel that it's impossible to get organized, to stick to a job, and to keep appointments
- Students may have a history of school failures or problems at work
- ADHD often co-occurs with other conditions such as specific learning disabilities, anxiety, or affective disorders.
- Some students develop negative self perceptions that can lead to low self-esteem

### **Possible Strategies**

- Avoid transitions and changes in schedule
- Maintain eye contact when receiving verbal directions
- Work in areas free of distractions and noise
- Consider "psychoeducation" and individual psychotherapy to help deal with symptoms associated with ADHD
- Seek a professional coach if help is needed to better organize academic and personal life
- Organize tasks into sections, so that completion of each part can provide a sense of accomplishment

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## **Math Disabilities**

### **Definition**

- Students with a LD in Math may display difficulties with calculations or math reasoning abilities. It is estimated that about of 6 percent of students may have some form of LD in math.

### **Behavioral Characteristics**

- Students may have difficulty in understanding mathematical concepts and performing calculations mentally
- Students may experience problems in performing computational operations
- Students sometimes experience difficulty naming mathematical amounts, numbers, terms, symbols, and relationships
- Students may find it difficult to understand mathematical concepts and symbols
- Students may make careless errors such as additions, substitutions, and transpositions

### **Possible Strategies**

- Work to build upon basic mathematical skills through repetition
- “Visualize” math problems through the use of diagrams and pictures

- Write down every step when completing calculation problems
- Sort out important information from extraneous information that is not essential for solving word problems
- Know the meaning of mathematical language or vocabulary (e.g., greater than, less than, equal, equation)
- Create a checklist that includes students' typical mathematical errors in order to re-check work

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## **Reading Disabilities**

### **Definition**

- Students with a LD in reading may possess a language processing disorder that causes difficulties with reading, writing, and spelling. Students may have difficulties with identifying individual words or comprehending reading passages.

### **Behavioral Characteristics**

- Students may have difficulty using and understanding language
- Some students have problems with more basic reading skills such as word recognition and spelling
- Students may have difficulty with higher order reading skills such as reading comprehension
- Understanding and following a series of written directions can prove to be difficult for students
- Students may have difficulty summarizing written material
- Students may possess poor memory skills
- Foreign language courses may prove to be particularly difficult for students

### **Possible Strategies**

- Utilize the dictionary, thesaurus, and spell check when reading course material
- Read written information aloud for better understanding
- Utilize reading comprehension techniques such as the SQ3R, KWL charts, and Reading Notes
- Improve comprehension through the use of graphic organizers and concept maps
- Summarize each paragraph of course material to help with understanding and recall
- Students may benefit from active reading strategies such as underlining, highlighting, and writing in the margins

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# **Written Language Disabilities**

## **Definition**

- Students with a LD in written language often have problems in the areas of handwriting, spelling, and putting thoughts on paper.

## **Behavioral Characteristics**

- Students may have illegible handwriting
- Written work may include omitted words from sentences
- Student's writing may have significant syntax and grammatical errors
- Students may use less complex sentence structures and utilize fewer vocabulary words
- Students' written paragraphs typically include fewer ideas and are less well organized
- Ideas expressed by students verbally, may be significantly stronger than ideas expressed through written language
- Students may avoid written work because writing can prove to be a laborious and tiring task

## **Possible Strategies**

- Offer alternative ways for students to display knowledge such as offering oral exams
- Allow students extra time on written tasks as needed
- Students may need to develop their own system for editing work, which includes grammar, organization, clear transitions, and syntax
- Encourage students to utilize computer programs that check spelling and grammar
- Students should break down their written assignments into smaller components
- Utilize tape recorders during class rather than taking written notes
- Create graphic organizers to prepare and construct written ideas

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# **Processing Disabilities**

## **Definition**

Students with a processing disorder may not be able to accurately process or receive information through their senses. For example, student may have difficulty understanding or retrieving verbal, visual, or auditory information. Student difficulties have been found to be unrelated to loss of hearing or vision.

## **VISUAL PROCESSING DEFICITS**

### **Definition**

- Students may have difficulty processing information received visually.

### Behavioral Characteristics

- Students find identifying information from pictures, charts, graphs, and maps to be difficult.
- Students may misunderstand or confuse written symbols (e.g., +, x, /, &).
- Students can be easily distracted, especially by competing visual information.
- Students may have difficulty finding specific information on a printed page (e.g., getting a number out of the phone book).

### Possible Strategies

- Utilize “self talk” or use inner language when working on visual tasks.
- Use books, worksheets and other materials with enlarged print or color-code important information.
- Break assignments down into clear, concise steps. Often multiple steps can be difficult to visualize and complete.
- Give examples and point out the important details of visual information (the part of a picture that contains information for a particular question).
- Students may need note-taking accommodations such as the use of a tape recorder or student note taker.

## AUDITORY PROCESSING DEFICITS

### Definition

- Students with deficits in auditory processing have difficulty perceiving and processing verbal information.

### Behavioral Characteristics

- Students may have difficulty taking notes and retaining verbal information in lecture classes.
- Student may have problems remembering and following spoken directions.
- Students may have difficulties remembering people's names and sounding out new words.
- Student may have a weakness for memorizing information learned by listening.
- Students can be easily distracted, and unable to hear clearly in distracting environments

### Possible Strategies

- Utilize varied teaching strategies such as combining oral lectures with visual aids.
- Ask professor and others to make presented information visually or audibly clear when important course material is covered.
- Students may need to be seated near the front of the classroom.

- Utilize quiet workspaces away from others when studying or completing assignments.
- Request written material when you attend oral presentations.
- Utilize note-taking accommodations such as the use of a tape recorder or student note taker.

## **The College Student-Athlete**

It is important that a tutor understand the life of a student-athlete.

A tutor must understand and take into consideration that a student-athlete is under an enormous amount of stress.

When arriving to tutoring sessions, student-athletes are often physically, emotionally, and mentally exhausted.

Consider that a week contains 168 hours:

1. The average American gets 56 hours of sleep a week (eight each night)
2. Student-athletes, however, because of late study sessions, practices and games, early morning class, training and study sessions, and weekend practices and games, rarely get close to that.
3. Fewer than 25% of student-athletes get sufficient sleep on a daily basis.
4. An average student-athlete spends a full 20-hours a week just at practice.
5. Their days can be so busy that sometimes they have to skip meals.
6. Practically every minute is planned for them.
7. The average student-athlete takes 15 credit hours per semester.

Many athletes experience injuries each year:

1. For some, this could mean an end to dreams of entering the professional level of competition.
2. For others, although professional sports might not be a consideration, they are faced with the physical and emotional pain of injury, with rehabilitation, and with the task of getting around campus.
3. Some are faced with the reality that they will not be able to play for a time.
4. Hard adjustments for freshmen: transition into sports, class, away from home.

**Take into consideration the obstacles that student-athletes must overcome on a daily basis, and be patient and understanding.**

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## “At-Risk”

“At-risk” is a term you will hear in SAAS so it is important that you understand what this means. **In general**, at-risk describes students whose skill level or motivation is below what is considered typical of students enrolled at the institution.

**Understanding “at-risk” students:** There are certain characteristics that are common among this population of students and specific strategies that have proven to be effective when tutoring this group.

### *What to Expect:*

- Inadequate study skills for college success
- History of passive learning
- Disinterest in the subject matter or college in general
- Apathy toward tutoring session, lack of energy OR talkative, distracting behavior
- Disorganization
- Lack of preparation for tutoring session and class in general
- Lack of knowledge about course expectations, requirements, and assignments
- Lack of understanding what is required to be successful in college leads to a lot of “I don’t have anything to do” comments

### *What to Do:*

- Set aside ALL notions of what college students are “supposed” to be able to do
- Be willing to meet students where they are academically and work to bring them to where they need to be
- Recognize the apathy and possible negative attitude for what it is...a cover for feelings of fear and a negative self-concept with regard to the academic environment
- Embrace the opportunity to do much more than just tutor in content areas...study skills, organization, planning and goal-setting all need to be a focus...teach them how to be students!
- Never do for them what they can do for themselves...**teach** them to search for an email address, look up a class syllabus, etc.
- Encourage and provide positive feedback whenever appropriate
- Provide as much personal attention as possible
- Focus on developing their self-confidence and ability to make good decisions
- Help students set short and long-term goals and develop action plans to achieve them
- Model the behaviors you want to develop in your students: be on time, organized, positive, enthusiastic, and goal-oriented

Adapted from North Carolina State University Tutorial Manual