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INTRODUCTION



Greetings!

Welcome to a new year with the Vickery Hall staff and the Student-Athlete Enrichment Programs (SAEP). As an employee of our academic support staff, you have the opportunity to assist our student-athletes in reaching their full academic potential and in becoming confident and independent learners. We will support you in this effort, and we look forward to providing the guidance and training necessary for you to be successful.

During training you will discuss specific "tools of the trade," and we will also provide an overview of our commitment to institutional and NCAA policies. Academic integrity is the cornerstone of our program. If ever you have questions about any tutoring or mentoring practice in light of our commitment to academic integrity, please resolve those with Priscilla Kanet or me before proceeding. I cannot stress enough that as a member of our team, you must align, without question, your services with the highest principles of academic honesty and integrity.

This manual is very detailed, and it is designed to help you throughout your tenure as an employee. Please keep it handy, and refer to it often. Our support services are among the best in the country, and it is important that you understand our policies and procedures, and that you adhere to them without exception.

Thank you for joining us this year. I look forward to meeting each one of you individually. If you ever have questions, please come see me.

Sincerely,

Rebecca G. Bowman,
Vickery Hall Director
for Academic Services

Vickery Hall Staff

<u>Name</u>	<u>Office</u>	<u>Work Phone</u>	<u>Sports</u>
ASSOCIATE ATHLETIC DIRECTOR FOR ACADEMIC AFFAIRS			
Bowman, Becky (<i>rbowman</i>)	101-F	656-0541	
DIRECTOR OF ACADEMIC SERVICES			
Douglas, Bobby (<i>mac1</i>)	101-E	656-0964	Baseball, Men's Soccer
<u>LEARNING SPECIALISTS</u>			
Ahrens, Emily (<i>barret8</i>)	109	656-3617	
Raeneeva Banks (<i>rbanks</i>)	107	656-2128	
Henderson, Brad (<i>bradleh</i>)	110	656-3618	
Herbst, Maria (<i>herbst</i>)	108	656-0980	
<u>ACADEMIC ATHLETIC ADVISORS</u>			
Clary, Lawson (<i>lclary</i>)	101-H	656-2122	Football, Men's Tennis
Coffman, Wayne (<i>cr</i>)	101-G	656-0963	Football, Golf
Kanet, Priscilla (<i>kanetp</i>) Tutor/Mentor Coordinator	111-A	656-2832	Managers, Trainers, Video, Cheerleaders, Rallycats
Moreland, Leslie (<i>lmorel</i>)	101-D	656-0965	Men's & Women's Basketball,
Porter, Ginty (<i>portere</i>) Life Skills Coordinator	101-C	656-2126	Men's & Women's Swimming
Simpkins, Reggie (<i>rsimpki</i>) Career Coordinator	101-B	656-6530	Men's & Women's Track, Volleyball
Martin, Yashica (<i>ymartin</i>)	104-A	656-0149	Women's Soccer, Women's Tennis, Rowing
<u>COMPUTER TECHNICIAN</u>			
Coleman, Steve (<i>coleman</i>)	102-A	656-1029	
<u>ADMINISTRATIVE ASSISTANTS</u>			
Countryman, Karen (<i>kcountr</i>)	104-B	656-1129	
Ricketts, Lindsey (<i>lkricke</i>)	101-A	656-1091	
<u>TUTORTRAC ASSISTANT</u>			
Erin Dalton (<i>dalton3</i>)	111-A		
<u>Phone Numbers</u>			
Front Desk:	656-0962		
Computer Lab:	656-1076		
Vickery Hall Fax:	656-1028		

CLEMSON UNIVERSITY SAEP

The tutoring program at Clemson began in 1945 with Ed Stanley and Charles Morgan, two math professors who tutored student-athletes. The program has grown to be an integral part of the Student-Athlete Enrichment Programs (SAEP).

In 1991 the athletics department established Vickery Hall as the first stand-alone athletic-academic support facility in the nation. The 28,000 square-foot facility contains 25 tutor rooms, four learning suites, offices, classrooms, a lounge, and a state-of-the art computer lab. Since the beginning, the entire operation has been funded by IPTAY, the athletics department's fundraising organization. Athletics has made a significant commitment to ensure that each student-athlete has the tools available to be academically successful and to graduate.

With the construction of Vickery Hall, significant strides were made in the tutoring/mentoring program through training, development, and evaluation. With national accreditation from the College Reading and Learning Association (CRLA), the program serves all student-athletes with specific tutoring or mentoring needs. Problem solving, learning strategies, and study skills are incorporated into the tutoring sessions. The program helps students clarify material and augments the instruction they receive from Clemson's distinguished faculty. Academic mentors assist student-athletes in using research-based learning strategies to develop the academic skills necessary for making the transition from high school to college and to be effective life-long learners.

Vickery Hall Values Statement

We are committed to providing excellent, student-centered services in a safe and supportive environment

We value:

- Education and lifelong learning as the foundation of our program
- Integrity and honesty in our dealing with student-athletes, faculty, and staff
- Respect and responsibility, both given and inspired
- Holistic development of each student-athlete
- The ethical standards governing Clemson University, the ACC, and the NCAA

Vickery Hall Mission Statement

The Student-Athlete Enrichment Programs is dedicated to providing a holistic, educational experience by inspiring an environment of respect, integrity, and excellence. Through our services, we guide and encourage each individual to reach full potential as a student, as an athlete, and as a citizen.

Vickery Hall Vision Statement

Excellence is a lifestyle.

OVERVIEW OF THE STUDENT-ATHLETE ENRICHMENT PROGRAMS



SAEP

As an original member of NCAA CHAMPS/Life Skills Program, we provide opportunities and service to address the changing needs and skills of student-athletes during college and after graduation.

ACADEMIC SUPPORT

Academic support is offered to the student-athletes in many areas. Because vast resources are available, the athletic academic advisors and learning specialists at Vickery Hall are able to implement various tracking methods, deliver services and employ educational tools to ensure that all student-athletes are engaged in their academic pursuits. NCAA rules education and progress toward a degree are important components of the program.

PERSONAL GROWTH AND DEVELOPMENT (PGD)

The PGD program addresses the issues that arise as freshmen make the transition from high school to college. Seminars focus on both academic and non-academic areas. Topics include time management, decision-making and health issues, particularly as they impact student-athletes.

CAREER DEVELOPMENT

Career development is designed to help student-athletes formulate career plans, to assist in obtaining internships and summer employment, and to encourage the achievement of long-term career goals. This comprehensive program is dedicated solely to meeting the needs of student-athletes and to providing work experience coordination with the appropriate academic disciplines.

COMMUNITY SERVICE

SAEP has a strong commitment to providing service to the community. We encourage student-athletes to volunteer in the surrounding area. This focus on serving the community enables students to develop life skills while bettering the community that serves the university.

ATHLETICS

SAEP focuses on the importance of athletics through support and involvement in all athletic programs at Clemson. Our programs strive to strengthen the athletic experience for all student-athletes.

OBJECTIVES OF SAEP

In compliance with the NCAA and the mission of Clemson, SAEP has clearly defined objectives for academic support. Our tutor/mentor program is essential to the achievement of these objectives:

- Provide academic tutoring and mentoring within the guidelines for ethical practices of Clemson and the NCAA.
- Assist student-athletes in reaching their highest academic potential.
- Insist on academic achievement for each student-athlete.
- Help student-athletes to become goal-oriented and inspire them to reach their athletic, academic and career goals.
- Provide a comprehensive community service program targeting opportunities for involvement in team projects, individual projects and special projects.
- Counsel student-athletes in academic strategies while promoting academic ownership.
- Improve overall grade point average.
- Increase the number of student-athletes receiving academic honors and recognition.
- Increase the number of student-athletes eligible for graduate study opportunities.



- O = organized
- R = responsible
- A = ambitious
- N = never quits
- G = goal-oriented
- E = enthusiastic

ACADEMIC TRACKING

ROLE OF ATHLETIC ACADEMIC ADVISORS

The academic advisors perform a variety of duties to track the academic progress of student-athletes and to guide them toward academic success. These duties include the following:

- Promote the highest ideals of academic integrity.
- Serve as academic coach, instilling ideals of personal integrity.
- Provide assistance with registration and priority scheduling.
- Interact with faculty to monitor each student-athlete's progress in classes.
- Verify student-athlete class attendance.
- Meet with student-athletes weekly to assess progress and to inquire about personal and academic situations.
- Arrange tutoring for student-athletes as required to strengthen the classroom experience.
- Arrange diagnostic testing.
- Support career development opportunities.

Every student-athlete, manager and trainer signs a waiver that allows advisors, faculty, coaches, tutors and mentors to discuss specific academic situations. **Discussion outside of this group is prohibited.**

ROLE OF LEARNING SPECIALISTS

The learning specialists work directly with student-athletes needing instruction outside the classroom in order to achieve academic success. Duties include:

- Help identify student-athletes who will benefit from a systematic application of learning strategies.
- Develop and implement academic success programs.
- Engage small groups and individuals in the implementation of an academic success plan.
- Provide on-going professional training to academic athletic advisors, tutors and mentors, furthering a student-athlete's progress toward independent learning.
- Monitor the effectiveness of academic success plans.
- Work with strategic tutors.

ROLE OF THE TUTOR

Duties:

- Ensure academic integrity by following NCAA, Clemson University, and Vickery Hall policies
- Demonstrate knowledge of subject matter
- Focus on specific subject content
- Answer questions and help find answers
- Positively reinforce understanding of material
- Help student-athletes develop strategies for learning content
- Guide student-athletes to become independent learners
- Maintain an atmosphere conducive to learning.

Meetings:

- By appointment, as scheduled in TutorTrac
- Meet ONLY in Vickery Hall

Documentation:

- Clock IN and OUT of TutorTrac for all sessions (computer lab help desk or front desk)
- Use Tutor Session Checklist as a guide
 - Copies in all tutor rooms
- Record sessions in TutorTrac before leaving Vickery
 - Enter SA's attendance and times
 - Enter notes for anything needing immediate attention (unprepared, missing materials, etc.)
- Complete all paperwork required by Tutor Coordinator

Requirements:

- Participate in training sessions
- Meet appointments consistently and be on time
 - Notify Tutor Coordinator (kanetp) of any cancellations and plans for rescheduling by email
- Use TutorTrac as prescribed
- Follow all policies in SAEP Tutor/Mentor Handbook
- Perform duties in a professional manner
- Maintain communication with Tutor Coordinator

Terms: Failure to perform duties as described and/or to meet appointments may result in dismissal.

ROLE OF THE MENTOR

Duties:

- Ensure academic integrity by following NCAA, Clemson University, and Vickery Hall policies
- Develop long-term plan using semester calendar, syllabi and supplemental class documents
- Review and update long-term plan
- Forecast needs: books, subscriptions, tickets, scantrons, supplies
- Develop and monitor weekly plan
- Ensure books are read and annotated
- Review class notes
- Do NOT tutor, but identify tutor needs if applicable
- Determine technology needs
- Maintain notebook (student-athlete and mentor)

Meetings:

- 2 times per week
 - Sunday – make weekly plan; forecast needs
 - Wed-Fri – review plan, noting progress and concerns
- Meet ONLY in Vickery Hall

Documentation:

- Clock IN and OUT of TutorTrac for all sessions (computer lab help desk or front desk)
- Record notes on Mentor Report
 - Submit with notes to Tutor Coordinator after each session
- Assist mentee in completing Weekly Plan at the start of each week
 - Check and have mentee update it during your second meeting
- Record sessions in TutorTrac before leaving Vickery
 - Enter SA's attendance and times
 - Enter notes for anything needing immediate attention (unprepared, missing materials, etc.)
- Complete all paperwork required by Tutor Coordinator

Requirements:

- Participate in training sessions
- Meet appointments consistently and be on time
 - Notify Tutor Coordinator of any cancellations and plans for rescheduling
- Use TutorTrac as prescribed
- Follow all policies in SAEP Tutor/Mentor Handbook
- Perform duties in a professional manner
- Maintain communication with Tutor Coordinator

Terms: Failure to perform duties as described and/or to meet appointments may result in dismissal.

ROLE OF THE STRATEGIC TUTOR

Strategic Tutors are supervised directly by Vickery Hall's Learning Specialists. They are part of the Reaching Outstanding Academic Results (ROAR) program.

Duties:

- Ensure academic integrity by following NCAA, Clemson University, and Vickery Hall policies
- Attend all training sessions
- Meet with assigned student-athletes (SA's) 2-4 times weekly, depending on need, for one hour each
- Mentor SA's in organization, appropriate use of planner, time management, task management, and creation of a weekly study schedule
- Check adherence to weekly study schedule by holding assigned students accountable to their weekly plan
- Support learning specialists in SA's progress with independent use of learning strategies across curriculum
- Prompt SA's to develop questions and talking points to contribute to class discussions
- Encourage SA's to communicate with professors and other academic personnel
- Guide SA's to utilize resources both in and out of Vickery Hall
- Communicate progress and problems to learning specialists on a regular basis using the strategic tutor report
- Alert learning specialists immediately of any major issues affecting academic performance

Meetings:

- By appointment, as scheduled in TutorTrac
- Meet ONLY in Vickery Hall

Documentation:

- Clock IN and OUT of TutorTrac for all sessions (computer lab help desk or front desk)
- Record sessions in TutorTrac before leaving Vickery
 - Enter SA's attendance and times
- Complete strategic tutor reports as required by Learning Specialists

**NATIONAL
COLLEGIATE
ATHLETIC
ASSOCIATION
RULES EDUCATION**





COMPLIANCE SERVICES

NCAA Rules Education for Tutors and Mentors

What NCAA rules apply to me? You are an academic support services employee for the athletics department, and we will be responsible for your conduct to perform your job in compliance with NCAA rules. You need to know the following:

EXTRA BENEFITS: NCAA rules will not allow us to provide the following to our student-athletes. If you are ever asked to do so, you need to take a stand and refuse to do it - then give me a call and report the request. Most common extra benefits to student-athletes reported in infraction cases:

- Providing room, food or transportation.
- Loaning money - does not matter if it is \$20 or \$2,000 - it is the same and the penalties are the same.
- Providing professional services at a free or reduced cost: dry-cleaning, dental care, haircuts and car repair are good examples.
- Eating at no cost in local restaurants.
- Use of personal property of others: boats, vacation homes, and cars
- Selling game tickets for cash.
- Paid for work not actually performed

ACADEMIC FRAUD: ZERO TOLERANCE POLICY - NCAA rules are clear - our athletes must do their own work.

You may NOT:

- Write or type a paper, edit or reconstruct sentences.
- Provide an athlete with a paper that you know has been used previously for academic credit.
- Research or take notes
- Purchase photocopies or other materials

GAMBLING ACTIVITIES: NCAA rules state that, staff members of a member conference, staff members of the athletics department of a member institution and student-athletes shall not knowingly participate in sports wagering activities or provide information to individuals involved in or associated with any type of sports wagering activities concerning intercollegiate, amateur or professional athletics competition. **If you ever suspect that an athlete is involved in gambling - please let us know immediately.**

Please remember to handle your responsibilities with the greatest care and beyond reproach. If you ever have a question or think something is wrong, contact Priscilla Kanet who will consult with compliance services or **contact us directly at 656-1580 or email at compliance-L@clemson.edu**. Compliance services works closely with Dr. Larry LaForge, Faculty Athletics Representative, and all information is reviewed with the greatest confidentiality.

Definitions that every athletics staff member should know:

10.1 UNETHICAL CONDUCT

Unethical conduct by a prospective or enrolled student-athlete or a current or former institutional staff member (e.g., coach, professor, tutor, teaching assistant, student manager, student trainer) may include, but is not limited to, the following:

- (a) Refusal to furnish information relevant to an investigation of a possible violation of an NCAA regulation when requested to do so by the NCAA or the individual's institution;
- (b) Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete;
- (c) Knowing involvement in offering or providing a prospective or an enrolled student-athlete an improper inducement or extra benefit or improper financial aid;
- (d) Knowingly furnishing the NCAA or the individual's institution false or misleading information concerning the individual's involvement in or knowledge of matters relevant to a possible violation of an NCAA regulation;
- (e) Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent and advisor (e.g., "runner");
- (f) Knowing involvement in providing a banned substance or impermissible supplement to student-athletes, or knowingly providing medications to student-athletes contrary to medical licensure, commonly accepted standards of care in sports medicine practice, or state and federal law. This provision shall not apply to banned substances for which the student-athlete has received a medical exception per Bylaw 31.2.3.4; however, the substance must be provided in accordance with medical licensure, commonly accepted standards of care and state or federal law;
- (g) Failure to provide complete and accurate information to the NCAA, the NCAA Eligibility Center or an institution's admissions office regarding an individual's academic record (e.g., schools attended, completion of coursework, grades and test scores);
- (h) Fraudulence or misconduct in connection with entrance or placement examinations;
- (i) Engaging in any athletics competition under an assumed name or with intent to otherwise deceive; or
- (j) Failure to provide complete and accurate information to the NCAA, the NCAA Eligibility Center or the institution's athletics department regarding an individual's amateur status.

14.1.2 Validity of Academic Credentials

As a condition and obligation of membership, it is the responsibility of a member institution to determine the validity of the information on which the eligibility of a student-athlete is based. Therefore, it is the responsibility of a member institution to determine whether a transcript is valid for purposes of applying appropriate NCAA legislation to the eligibility of a student-athlete when the institution receives notification, or otherwise has cause to believe, that a student-athlete's high-school, preparatory school or two-year college transcript is not valid.

Academic Fraud Cases – NCAA Committee on Infractions

2007	Florida State University	A learning specialist and tutor committed academic fraud by giving answers to online exams and typed papers for student-athletes. Learning Specialist directed a student-athlete to complete an online quiz for another student-athlete after providing the correct answers to the test. Five days after complying with the learning specialist's request to submit the answers to the online quiz, the student-athlete reported the incident to his athletic academic adviser, who then shared the information with staff director. An investigation found approximately 60 student-athletes was provided answers to the online course and a tutor typed papers for 5 student-athletes. Both learning specialist and tutor resigned from their positions. Penalty Summary: Case is ongoing and the university is scheduled to appear before the NCAA Infractions Committee on Oct. 18th. However, university has implemented a two-year probation. Involved student-athletes have been suspended, scholarship reductions, mandatory 4 hour training program for the entire athletic department, personnel changes at five senior level position in the athletics department and university student disability resource center.
2007	Purdue University	A former women's basketball coach conducted research and read a textbook in an effort to assist a student-athlete with an assigned paper. Former assistant coach A admitted to "typing, correcting and making non-substantive revisions." What was already a serious situation was exacerbated by former assistant coach A's provision of false and misleading information to the institution regarding her responsibility for the academic fraud. Penalty Summary: Public reprimand and censure; two years of probation; scholarship reductions; student-athlete declared permanently ineligible; and the former coach must appear before the Committee on Infractions if they should seek employment with an NCAA member institution.
2006	Kansas University	A former graduate assistant football coach had given two prospective junior college student- athletes answers to test questions for correspondence courses they were taking on the university's campus. Penalty Summary: Public reprimand and censure, three years probation, former graduate assistant football coach who engaged in academic fraud will be forced to appear before the infractions committee if he seeks work at an NCAA member college within the next three years, recruiting and scholarship reductions.
2005	Nicholls State University	Head basketball coach, an assistant football coach and an athletics academic advisor – committing academic fraud using online correspondence courses from Brigham Young University (BYU). The fraud involved 28 student-athletes and one prospective student-athlete. In particular, the fraud included providing answers to lesson assignments and exams, falsifying academic documents and attempting to cover up the fraud. These attempts included lying about the fraud and asking others, including high school coaches who were falsely listed as proctors and the student-athletes themselves, to lie as well. The fraud also involved falsely listing as course proctors individuals who did no more than receive the course materials by mail and pass them to the former coaches and advisor. Penalty Summary: Public reprimand and censure; four years of probation; and exclusion from the conference television packages in football and men's basketball, scholarship reductions, recruiting restrictions, practice restrictions, vacation of team victories and conference championship, pay a \$10,000 fine for ineligible student-athletes participation in the NCAA, former employees must appear before the Committee on Infractions if they should seek employment with an NCAA member institution over the next several years.
1992	Clemson University	The violation was particularly serious because it involved the improper conduct of those involved in the certification of student-athletes' eligibility. A student-athlete was improperly certified as eligible when there was sufficient information available to the institution that should have put the university administrators responsible for certification on notice of significant problems with the student-athlete's academic credentials. This information was either ignored or not considered, even though it was brought to the attention of the institution on more than one occasion. Penalty Summary: Public reprimand; recruiting and scholarship restrictions; vacation of records from 1990 championship; recommendation that 50% of tournament revenue be returned.

DO YOU KNOW THE RULES!

Ground Ball is a baseball student-athlete at College USA. At the beginning of the season, Ground was issued a pair of tennis shoes. Because Ground was still using a pair of shoes from last year, a friend of Ground's asked if he could buy the shoes, and Ground sold them for \$50.00. It was permissible for Ground to sell the shoes and keep the money?

- True
- False

Lucky Larry is a part-time tutor for the athletics department at University of North America. Lucky and some of his friends decided to place a small bet on the Stanley Cup finals. Since Lucky's institution does not sponsor ice hockey, it was permissible to place the bet on the Stanley Cup?

- True
- False

Stole N. Base is a full scholarship student-athlete at College USA. Stole is enrolled in an art class and needs several supplies to complete the assignments in the class. During the first week of classes, a tutor that previously took the class supplied Stole with the supplies and coursework. Since the tutor did not pay anything for the supplies or coursework, it was permissible to provide it to Stole?

- True
- False

After three hours of early morning practice, Lazy Susan (softball student-athlete) realized she would be unable to attend biology class. Lazy calls her favorite tutor and asked him to attend the biology class to take notes and write her name on the class attendance sheet. Since Lazy missed class due to practice, it is permissible for the tutor to attend the biology class and take notes for Lazy?

- True
- False

Drive N. Range is a prospective golf student-athlete who will be initially enrolling at Big Time College this fall. Drive is having difficulty with his calculus class, and he needs to pass the class in order to meet NCAA initial eligibility requirements. Drive asks an academic advisor at Big Time College if he can get some tutoring help. Since Drive is not a current student-athlete, it is permissible for Big Time College to provide Drive with tutoring support?

- True
- False

TUTOR/MENTOR EMPLOYMENT POLICIES



POLICIES OF EMPLOYMENT

ACADEMIC EXCELLENCE

- Must maintain 3.0 grade point average or higher. A specific and thorough knowledge of the subject matter is required. Professor recommendations are highly valued.

COMMUNICATION SKILLS

- Must be able to communicate with students effectively about academic issues related to the subject matter. Must be able to adjust the level of communication to student-athletes' needs. Must demonstrate an enthusiasm for subject matter and for tutoring.

ETHICAL CONDUCT

- Must comply with university policies and guidelines at all times. A tutor or mentor can only provide academic assistance; under no circumstance should the tutor/mentor do work for the student or help a student in a manner deemed unethical. If you teach at Clemson, you may NOT tutor student-athletes enrolled in your classes. These students should be encouraged to see you during your regular office hours.
- Under no circumstances should a tutor solicit from, or receive as a gift, tickets to an athletic event from any student-athlete.
- Do NOT request autographs or photos from student-athletes.

PROFESSIONALISM

- Keep professional distance. Amorous relationships with student-athletes are strictly forbidden.
- Dress in a manner that promotes the professional distance and supports a positive learning environment.

CONFIDENTIALITY

- Maintain confidentiality with information about student-athletes. You may discuss students' academic concerns only with the student and Tutor Coordinator or appropriate Vickery Hall staff member. NEVER talk to a member of the press. If the press should contact you, refer them to Becky Bowman at 864-903-9773.

ABSENTEEISM/TARDINESS

- All tutors/mentors are to be in their assigned rooms and ready to tutor as scheduled.
- For planned absences, notify Tutor Coordinator (kanetp or 656-2832) at least 48 hours in advance. Make every effort to reschedule any appointments.
- In the case of an illness or emergency, please notify Tutor Coordinator as soon as possible. After 4pm or on Sundays, call the front desk at 656-0962.
- Excessive tardiness and/or absences will result in dismissal.

INCLEMENT WEATHER

- If severe weather is imminent, do not leave your residence to attend tutoring or mentoring. If you feel it is unsafe for you to travel to Vickery Hall, stay at home and call 656-0962 to let the staff person on duty know you will not be coming.
- For questions about weather conditions on campus or for closure information, call (864) 656-3311.
- See Clemson University's website for the weather plan: <http://www.clemson.edu/working/weather.htm>

EVALUATION PROCESS

- Tutor and mentor sessions will be evaluated during the semester. Expect to see our full-time staff circulating through Vickery Hall and observing your sessions, supporting you and evaluating both you and the student-athletes. Evaluations will help us to fine tune our overall training schedule as well as help individual tutors and mentors improve their skills as the semester progresses. In addition, students who use our tutor and mentor services have the opportunity to submit comments on sessions.

WORK SCHEDULE

- Individual tutor or mentor availability is determined at the beginning of each academic session. The need for tutors is determined by the number of student-athletes enrolled in specific subject areas. As students change schedules and/or drop classes, your schedule may have to be adjusted or eliminated. Please do not count on the money you make from tutoring as your sole income.
- Tutoring and mentoring continues through exam week. Make arrangements during your preparation for final exams to maintain your obligation to our student-athletes.
- Hiring is done semester by semester and summer session by summer session.

GUIDELINES FOR EFFECTIVE TUTORING AND MENTORING



RESPONSIBILITIES

Tutors and mentors reinforce classroom instruction.

- Approach academic situations in a professional manner, offering positive reinforcement and avoiding demeaning comments.
- Show respect for your tutee/mentee and Vickery staff.
- Confidentiality is critical. Do NOT discuss a student-athlete's grades, ability level, problems or any other sensitive matter with anyone outside of the Vickery advising staff. Violation of this rule results in immediate dismissal.

Tutors and mentors are part of academic support.

- All tutoring and mentoring takes place in Vickery Hall.
- Never speculate on a student-athlete's grade on any paper, other assignment, or test. This creates divisions between the professor and the student. This could compromise relationships Vickery values with our faculty.
- Never express your opinion or repeat anyone else's opinion about the quality of instruction or any assignment in a particular course.
- Do not mark on a student's paper or test; never put your hands on a student's computer.
- Only the student-athlete's computer should be open.
- Do not correct homework or edit papers.
- Do not type papers for student-athletes.
- Never help with a take-home or online test; never be in the room when a student is taking a test.
- Do NOT provide answer sheets or past tests not available to all students in the class.
- See Tutor Coordinator for approval before providing any handouts to students.

Tutors and mentors are part of the Vickery team.

- Notify Tutor Coordinator when you have a change of address or phone number.
- Always wear your nametag in Vickery Hall. It improves communication with student-athletes, staff, and other tutors and mentors.
- Document all sessions at the completion of each session in TutorTrac. Specific comments are required for each person you tutor or mentor.
- Use paper timesheets only if TutorTrac is unavailable. Please print names clearly, using only blue/black pen.
- Tutor Coordinator or academic advisors may make comments on your paperwork. Check your box, and follow up as necessary.
- Honor your time commitments.

MAINTAINING ACADEMIC INTEGRITY

The following policies are put into place to ensure accordance with NCAA, Clemson University, and Vickery Hall policies of academic integrity. The staff of Vickery Hall wants to create an environment of equality, honesty, and ethical practices, in both letter and spirit. In addition to the NCAA regulations, the following policies must be followed by the Vickery Hall Staff (all tutors, learning specialists, advisors, and administrative assistants):

I. Tests and Quizzes (online and hard copy)

- No assistance should be provided to student-athletes on quizzes or exams.
- Student-athletes may not work on completing take-home quizzes or tests during tutoring sessions.
- Tutors may not be in the room while student-athletes take any test.
- Ungraded practice quizzes or tests are permissible and may be used as a study tool during meetings.

II. Study Guides

- Student-athletes should be responsible for the creation of their own study guide; however, tutors may assist student-athletes in brainstorming the best strategies or method of creating a study guide.
- Never circulate study guides created by student-athletes.
- Never archive or maintain study guides for later use with other student-athletes.

III. Handouts

- Tutor-generated handouts require prior approval from Tutor Coordinator.
- Course-related material not available to all students currently taking the course may not be provided.
- Test banks are not to be maintained or provided to student-athletes.

IV. Access to student information

- Tutors are not allowed to ask for or receive a student-athlete's password for any purpose.
- Tutors may not save a copy of a student-athlete's work or open a copy of student's work on the tutor's computer.

V. Communication

- Tutors may not contact instructors or coaches.
- Tutors may prompt student-athletes to communicate with instructors and may help student-athletes revise email messages or formulate questions.

VII. Laptop / Computer Policy

- Student-athletes must complete all operation of their laptop or desktop computer. Under no circumstances should a tutor operate a student-athlete's computer.
- Only the student-athlete's laptop should be on during the session.

SAEP ACADEMIC MENTORING PROGRAM

The academic mentoring program pairs academically under-prepared students with academic mentors. Consistent evaluation of each session and specific communication about the session is critical to the success of our service.

You have been chosen to work with our program due to your sincere interest, academic ability, and teaching skills. A positive attitude, persistence, and concern are essential to the development a productive relationship because of the difficulty our under-prepared students encounter in the classroom.

Training will also be an important part of your mentoring relationship. The intent of training is to inform both mentors and mentees of their role in the relationship. Vickery Hall's learning specialists will train you in the use of a variety of learning strategies to improve academic achievement. Ultimately, our goal is to create independent confident learners.

Though discussion of class changes, scheduling, majors, and career planning should be referred to the appropriate athletic academic advisor, you are encouraged to note such concerns on your report.

PROCESS:

- Upon completion of training for both the mentors and mentees, match-ups are made.
- Selections are made based on your academic background, compatible skills and mentees' specific needs.

MECHANICS:

- Each pair will introduce themselves and exchange contact information and academic schedules.
- A contract must be filled out and signed. The contract outlines specific policies guiding the relationship and locks in two weekly meeting times.
- Any changes must occur in writing or e-mail to the mentor coordinator. Complete a new contract if permanent changes are made in meeting times.
- Ask your mentee for a competition and travel schedule.

SESSIONS:

- Two 60-minute meetings are required per week. Contact Tutor Coordinator about additional or make-up sessions.
 - One session must take be at the start of the week, preferably Sunday. This helps the student plan for the week's assignments and also allows us to meet as a group from time to time.
 - The end-of-the-week session should be Wednesday to Friday, a time to evaluate progress on the weekly plan.
- Meet in the Vickery lobby and proceed to an available classroom.

GUIDELINES ON TUTORING WRITING

SAEP has consulted with Barbara Ramirez, director of the Clemson University writing lab, to align our tutoring with the campus writing center. We want to ensure that student-athletes receive tutoring assistance consistent with the policies and procedures that govern tutoring for the general student population.

Working with students on papers is similar to having conferences with students about their work. Your goal is to direct or guide them to improve their work by keeping them as involved as possible during the sessions. Guidelines that should be incorporated into tutoring sessions are as follows:

- Begin by introducing yourself and letting the students explain the assignments and their development of them, including the strengths and weaknesses of their papers.
- Ask for a written copy of the assignment.
- Have the students read their papers aloud first; frequently they will catch and/or correct their own errors this way.
- First, address content and organization.
- Help the students recognize and correct weak areas in grammar, spelling, content, development and organization through discussion and pertinent questions; refer to the explanatory pages, worksheets and reference books we have as needed.
- **Make no marks on the papers;** any notes, suggestions or corrections should be written by the students.
- **Never put hands on student's computer;** students need to do word processing and find sources on their own.
- Be sensitive to the teachers of the classes; be diplomatic and tactful as you can to avoid hurting the professor's credibility when discussing their comments on papers.
- Never suggest a possible grade for a paper.
- Remember we don't proofread or edit; rather we collaborate with students to help.
- Conclude the session by asking if the students have any questions; suggest a future appointment if needed.

The pencil/pen/keyboard is never in your hands! You never write for a student-athlete. Tutors for subjects other than English should refer tutees to the English tutors for actual writing assistance. The subject tutor's role should be to help brainstorm a topic and work directly with content or subject specific information. English tutors will address grammar and mechanics.

GUIDELINES ON TUTORING MATHEMATICS

Mathematics tutoring can be a daunting task. Many persons who are successful in mathematics are not aware of many of the strategies and skills they use to perform mathematical and problem solving tasks. Thus, communicating these strategies and skills can be difficult. However, following a few simple guidelines can help you as a tutor identify some of these strategies and skills while simultaneously instructing students in these same things.

- **Attempt to link the new information to old information.** You might have to ask a series of questions to find out what a student knows, but from here, you can build a bridge or network that will link the new information. Research shows that by linking the new information, it is less likely to get “lost” in the brain.
- **Don’t answer a question with an answer; answer a question with another question.** By not answering the question directly and leading a student to an answer, that student develops ownership of the idea. Ownership leads to confidence, which in turn leads to remembering. The idea is to move away from memorization and to move to understanding.
- **Have a student work a few similar problems, and then ask them to develop a strategy or game plan based on these problems.** Patterns are one of the beautiful aspects of mathematics. Many successful mathematicians use these patterns to help them solve problems. By having students write their own game plan, they are accomplishing several tasks. They are verbalizing the information, finding a workable pattern that they can remember, and developing problem solving skills that are useful outside of the mathematics classroom.

A basic strategy is given below:

Draw a picture of the situation.

Write out the known information in the problem.

Write down the needed formulas.

Label/define the variables.

Write down what it is that you are looking for.

Solve the problem.

Check that your answer makes sense.

- **Build mathematical confidence by saying “I don’t know.”** Students often get answers, and then they look to someone else for approval. They can’t ask for approval on an exam. When students ask this question, respond by saying “I don’t know; you tell me.” If a student can defend their answer, then they understand their answer. This method helps you, as the tutor, identify how well they understand the information, as well as help them to build confidence in their problem solving abilities. Students won’t give-up, if they think they can do it.
- **Have students verbalize their work.** Many times in mathematics students can get an answer that is correct, but they have no idea how they got this answer. It is important to have students put their steps/processes into their own words. This verbalization helps students attach the information to their existing mathematical lexicon, and it helps you as a tutor to see where they are still struggling.
- **Learn by doing.** The student should always be the person writing. If you are writing, then the student is left to passively observe. Mathematics is an active subject. It always makes sense when someone else is working the problem. The hard part is doing the problem from scratch on your own. Let the student keep the pencil; it will help them keep the knowledge.

PROCEDURES FOR TUTORS/MENTORS

Restrictions:

- Tutor ONLY your assigned subjects unless preapproved by Tutor Coordinator.
- Mentors appointments are not for subject tutoring.
 - If you do both, make a separate tutoring appointment for mentee's subject.

Checking In:

- Arrive punctually for your appointment.
- Check IN at computer lab help desk or front desk.
- Pick up your nametag.
- Check for messages, handouts, and time sheets in your mailbox.

Appointments:

- Scheduled at least 8 hours in advanced through TutorTrac.
- Exceptions (You may accept or decline.):
 - Tutor Coordinator or academic advisor requests appointment.
 - SA requests additional appointment.
 - When possible, contact TutorTrac Administrator to add appointment.
 - When not, use paper timesheet.
- At each initial session, new SA will sign an agreement acknowledging commitment to the tutoring process.
- Appointments are set for 60 minutes.
 - Keep students in the session actively involved.
 - Remind student-athletes they are expected to be actively engaged.
 - Advise them on how and what to prepare for your sessions.
 - Keep them on task.
 - Be proactive; address advanced planning.
 - Limit sessions to 90 minutes. Longer sessions are rarely productive and require permission from the Tutor Coordinator.
- In ADDITIONAL NOTES section, give reasons for any appointments less than 30 minutes.

Walk-ins:

- Do not compromise your session by allowing walk-ins, unless preapproved by Tutor Coordinator.
- Priority is student-athletes who have planned ahead by scheduling appointments.
- Organized test review sessions, approved by Tutor Coordinator, may admit walk-ins.

Student Misses - the student athlete did not show up for scheduled appointment:

- After waiting 10 minutes in room, tutor has front desk page student athlete, then call.
- If student athlete can't be reached, wait another 20 minutes before recording the miss.
- If you have a group, have front desk page the student-athlete with instructions to report to your room; front desk will also notify advisor. Return to your group.
- Front desk sends email to advisor and copies Administrative Assistant.
- Last minute cancellation = STUDENT MISSED.

Cancellations:

- Tutor cancellations are only for your reasons.
- SA's must see advisor to cancel appointments.

Records:

- Record in TutorTrac or on paper timesheet EVERY student you tutor.
- Document all sessions in TutorTrac **immediately** after each session, recording attendance or absence.
- Accurately record times of arrival and departure for each student-athlete.
- If a student shows up for 5 minutes, – nothing to do, too busy to stay, unwilling to work -- record as STUDENT MISSED.
- Evaluate the session and write the pertinent comments. Include accomplishments of the session and, if appropriate, goals for the next one.
- Clock OUT at computer lab help desk or front desk when finished.

Issues:

- For unproductive or disrespectful students, follow these procedures:
 - Address the student-athlete professionally, reminding of the staff's expectations and the student-athlete's responsibilities.
 - Document incidents in your comments about the session, including time the student leaves the room.
 - Contact the staff member on duty if you need assistance.
- Report the presence of people other than student-athletes in your tutor room to Tutor Coordinator or the supervisor on duty. Classmates, non-student-athlete group members, friends, or people who are not in the course you tutor are not allowed to sit in on tutoring sessions.

STUDENT RESPONSIBILITIES FOR USING TUTORS

This information is provided to student-athletes during their orientation.

Obligations:

- Be on time
- Meet all scheduled appointments
- Protect appointment times in weekly schedules
- Must have a purpose for tutoring; come with objectives
- Bring all necessary materials: books, class notes, calculator, etc.
- Prepare for session by reviewing assignments, class notes, readings, etc.
- Be prepared with questions
- Seek reinforcement, not re-teaching
- Use tutors on a consistent basis

Penalties:

- Misses reported to coaches
- Athletic academic advisor follows up
- After 3 misses, future appointments subject to cancellation

(See *Student and Tutor Agreement* in Forms section of Handbook)

ENGAGING UNPREPARED STUDENTS

- State your goals with student during first session. (ex. arriving on time, bringing books, notes, etc.)
- Greet your student every session – this will open a dialogue.
- Be positive, even when you are feeling negative.
- Express appreciation when appropriate – “Thanks for arriving on time.” or “Thank you for being so cooperative today.”
- Remember that success is dependant upon encouragement.
- Ask the student questions.
- Take a personal interest in students’ lives to motivate them to learn from and cooperate with you as the tutor.
- Point out strengths instead of criticizing weaknesses.
- Be respectful – never demean!
- Have the student write on the board to “teach” you what they are learning.
- Allow the student to walk around or sit on the desk – whatever encourages participation.
- Never accept a response of “I don’t have anything to do.” Have the students review Blackboard resources, organize their notebooks, clean out their backpacks, etc.
- If reading a chapter, story, poem, etc., take turns reading with your student. This lets the students know that you care and are willing to work *with* them, but not do the work *for* them.
- Add some humor to your session – everybody enjoys a good laugh.
- Encouragement will get more out of your session than discouragement or disinterest.

PROFESSIONAL STANDARDS

CERTIFICATION FOR TUTORS AND MENTORS

The Student-Athlete Enrichment Programs' tutoring and mentoring program has been granted continuous Level 1, Level 2, and Mastery Level certification from the International College Reading and Learning Association since July 1, 1999 for the tutoring program and June 1, 2000 for the mentoring program. Of the 576 programs certified by the CRLA, SAEP is one the few student-athlete tutoring programs in the nation to achieve this distinction.

Stringent requirements must be met and documented before any program can be certified by the CRLA. The six areas, which serve as the basis for certification, are these:

- Amount and duration of training
- Modes of training
- Areas and topics covered in training
- Number of actual tutor hours completed
- Selection criteria
- Evaluation criteria

Having such a system in place guarantees that all of Clemson's student-athletes will be provided the highest quality service possible.

TRAINING

Each academic year SAEP provides an average of ten hours of training for its staff of approximately 100 tutors and mentors. All new tutors and mentors also attend an orientation session prior to scheduled training. Tutors and mentors are paid for training time. **Training workshops are mandatory.**

Typical training schedule follows:

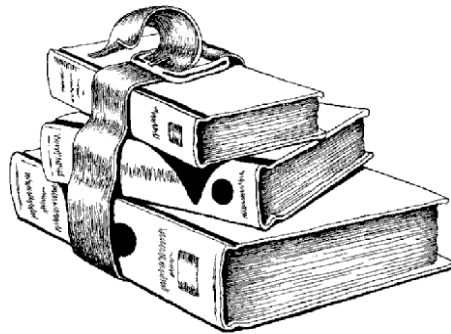
- First Sunday or Monday of each semester in Vickery Hall auditorium.
- Other training workshops of shorter duration will be held during the semester.
- Topics covered for new tutors and mentors as well as for review by returning tutors and mentors:
 - Role of tutoring and mentoring as an integral part of SAEP
 - Getting started
 - Introduction to tutoring
 - Initial tutoring and mentoring session
 - Tutoring and mentoring under-prepared students
 - Student-athlete culture
 - Understanding and developing communication skills
 - NCAA rules education
- A variety of other topics will be presented during the year:

We hope to continually expand and improve our training and meet the criteria for CRLA certification. If you have any suggestions, contact the Tutor Coordinator.

RESOURCES

MATERIALS AND SUPPLIES

If you need a specific book, study guide or any materials for the subject you tutor, submit a Book Request Form to Tutor Coordinator. Most requests can be filled within 24 hours. Once the books or materials are checked out, they become your responsibility until they are turned in at the end of the semester. They are NOT to be lent to student-athletes under any circumstances. All books, class notes, and materials must be turned in during exam week at the end of each semester. If the books are stolen or not returned, the tutor will be charged for the books. SAEP cannot be responsible for personal items, books, or materials brought to Vickery Hall.



ELECTRONIC RESOURCES

All student-athletes are members of the Blackboard non-term-related class VICKERY—ALL STUDENT-ATHLETES. This wealth of resources can assist with many academic concerns. Freshmen will find a special link for their PGD class. Tutors have access to the same materials through Blackboard Workgroup/ATH7115_Vickery Tutors/Course Documents. You are encouraged to explore the resources and to make suggestions for additions.

Several CU departments have links to syllabi and other course information from their homepages. A number of websites also offer free tutorials and virtual demonstrations for various subjects:

<http://www.cellsalive.com/> (Biology)

<http://www.chemcollective.org/applets/vlab.php> (Chemistry)

<http://owl.english.purdue.edu/owl/resource/560/01/> (Documentation: APA Guide)

<http://owl.english.purdue.edu/owl/resource/557/01/> (Documentation: MLA Guide)

<http://www.calvin.edu/library/knightcite/index.php> (Documentation: MLA/APA Citations)

<http://www.drgrammar.org/faqs/> (Grammar)

<http://www.chompchomp.com/menu.htm> (Grammar)

<http://www.merlot.org/> (Misc)

<http://www.clemson.edu/OTEL/resources/index.html> (Misc)

http://www.brocku.ca/learningobjects/flash_content/ (Misc)

<http://www.wtamu.edu/academic/anns/mps/math/mathlab/MTHSC> (MTHSC, esp 199)

http://www.wvnorton.com/college/music/enj10_splash/ (Music210)

<http://www.arc.sbc.edu/stress.html> (Stress Management)

<http://www.arc.sbc.edu/study.html> (Study Skills)

<http://www.studygs.net/> (Study Skills)

<http://www.howtostudy.org/resources.php> (Study Skills + Subject-Specific Study Tips)

<http://www.arc.sbc.edu/time.html> (Time Management)

PAYROLL



PAYROLL

To insure prompt and proper pay, you must read and understand the following guidelines.

Fully complete all paperwork, available at the front desk. Karen Countryman, our administrative assistant, handles the payroll for our department. Her hours are as 8:00-4:30, Monday-Friday.

- a. Forms to be completed:
 - Employee Information Sheet
 - Employment Eligibility Verification Form (I-9)
 - W-4 Internal Revenue Form
- b. Necessary documents:
 - Driver's license
 - Signed social security card
 - Voided bank check
- c. International students – additional paperwork:
 - See Karen Countryman to complete International Hire Form
 - Mack Howard, OIPS, E208 Martin Hall, must approve your paperwork before you begin work.
- d. When you bring all of your completed forms to Karen, you must have the proper identification as listed on the back on the I-9 form and above.
- e. Please double check all your completed forms before you turn them in. Any missing/incorrect information will delay the process of getting paid. If you receive an email concerning your employment paperwork, please respond immediately in order to meet payroll deadlines.

Graduate students working in other departments have the following work restrictions:

- a. American citizens are limited to a total of 30 hours per week.
- b. International students are limited a total of 20 hours per week.

Change of status:

- a. Prior to the start of the academic term, you must notify Tutor Coordinator of change of status (undergraduate to graduate, student or employee to non-student/employee, etc.).
- b. Pay rate cannot change prior to final approval by campus Human Resources.

Paychecks

- You'll receive a Payroll Report in your mailbox every other Friday for the 2-week period just ending.
 - Total hours for each pay period are rounded to the nearest quarter hour.
 - If you find an error, notify the Tutor Coordinator.
 - Sign and return the form at the front desk.
- Paycheck for time on this report will be deposited electronically to your bank account two weeks later.
- Check the Clemson University phone book for your employee (**E**) userid.
- Using your employee userid, you can access your pay stub online via Blackboard/Employees/Human Resources Self Service/View Paycheck.
 - See Karen for default password for your initial login.

UNIVERSITY POLICIES



ACADEMIC INTEGRITY

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

ACADEMIC INTEGRITY POLICY

- Any breach of the principles outlined in the Academic Integrity Statement is considered an act of academic dishonesty.
- Academic dishonesty is further defined as:
 - Giving, receiving, or using unauthorized aid on any academic work, including online tests and take-home exams
 - Plagiarism, including the copying of language, structure, or ideas of another and attributing the work to your own efforts
 - Attempts to copy, edit, or delete computer files that belong to another person or use of Computer Center account numbers that belong to another person without the permission of the file owner, account owner, or file number owner
- All academic work submitted for grading contains an implicit pledge and may contain, at the request of an instructor, an explicit pledge by the student that no unauthorized aid has been received.
- **It is the responsibility of every member of the Clemson University community to enforce the Academic Integrity Policy.**

See Clemson University's website for more information:

http://www.registrar.clemson.edu/publicat/catalog/2005_pdf/25-33=Academic=Reg=2005-06.pdf

SEXUAL HARASSMENT POLICY

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made explicitly, or implicitly, a term or condition of an individual's employment or academic standing; or
- Submission to, or rejection of, such conduct by an individual is used as a basis for employment or for arriving at academic decisions affecting an individual; or
- Such conduct unreasonably interferes with an individual's work, or academic performance, or creates an intimidating, hostile, or offensive working or academic environment.

Employees are prohibited from sexually harassing a superior, a student from sexually harassing a faculty member, or any form of peer harassment.

AMOROUS RELATIONSHIPS

Amorous relationships students and faculty, as well as supervisors employees are inappropriate.

- Those positions of authority inherently carry the element of power in their relationships with students for subordinates. It is imperative that those with authority neither abuse, nor appear to abuse the power entrusted to them.
- Romantic involvement with a student or subordinate employee can make you liable for formal action even when both parties consent. Graduate assistants, resident assistants, tutors, mentors, and undergraduate teaching assistants would be wise to exercise special care in their relationships with students they instruct or evaluate.

See Clemson University's website for more information:

<http://www.clemson.edu/access/>

TutorTrac





TutorTrac Instructions

Tutors and Mentors

Logging Into Your TutorTrac Main Menu

1. Enter this web address into your browser's "Address" Field:
tutortrac.clemson.edu
2. Enter your email user name into the **User Name:** field
3. Enter 12345 into the **Password:** field. You will be prompted to change your password on your first login (letters and numbers ONLY).

Using your Main Menu

1. The Go To... Menu displays all reports, schedules, and options that are available to Tutors/Mentors through TutorTrac.
2. The MOST IMPORTANT screen is the **Week Schedule** screen. Move the mouse over the Go To... Menu and click on **Week Schedule**. From here you can view your schedule for the week day-by-day. You can also manipulate your appointment notes and create and delete the times you are available for appointments.

Other Screens:

1. To view all of your appointments for the week by the times that they are scheduled, click **Week Report**.
2. To change or update your contact info, click **Edit Contact Info**.
3. To see a detailed overview of your personal tutoring activity, click **Tutor Utilization**.
4. To view the hours that you have worked for the current pay period, **click Pay Code Report**. Please report any discrepancies etc to the TutorTrac Administrator.

Setting Up Your Tutoring Schedule

After you have logged in, and from the main menu,

1. Click on **Week Schedule**.
2. You are now ready to create availability for a tutoring appointment. Find the day of the week that you want to have an appointment and click on the **Create availability** link.

The screenshot shows the Tutor Trac Week Schedule interface. At the top, there is a 'Go To...' search box. Below it, the page title is 'Tutor Trac Week Schedule' and the current week is 'Monday, August 06, 2007 -- Sunday, August 12, 2007'. There are 'previous' and 'next' navigation buttons. The main content area is a table with three rows for the days Monday, Tuesday, and Wednesday. Each row has a 'Create Availability...' link and a table with columns for 'Start - End' and 'Who/Type'.

3. On the **Availability Information** page, enter the following information:
 - a. **Date:** Date of Meeting
 - b. **Start time:** (ex. 8:00 am or 3:00 pm)
 - c. **Duration** (in hours): Total hours block (ex. 3 hours= 8AM-11AM)
 - d. Click the box labeled: (***Split this new availability into increments of ____***), located at the bottom of the screen in order to split your total hours block into one-hour sessions.
 - e. **Type:** Group (max 3 students) or Individual (1) – Non-recurring appointments; students sign up as needed.
Mentors/Strategic Tutor: Class (2 or more; enter exact number) or Private (1) – Recurring appointments; students are scheduled for semester.
 - f. **Max students:** # of students
 - g. **Subject:** Your Subject (Make sure your subject abbreviation matches the one in the computer. If you have any questions contact the TutorTrac Administrator.
 - h. **Location:** Your Room Number
 - i. **Group Reason:** Personal Tutoring/Mentor/Strategic Tutor
 - j. **Fund:** Do nothing
 - k. **Center:** Vickery
 - l. **Recurring Info:**
 - i. **Type:** Weekly (Meets once a week on that same day of the week)
DO NOT CHOOSE ANY OF THE OTHER OPTIONS
 - ii. **Interval:** 1 (Occurring every week in succession)
 - iii. **Total Remaining:** 14 (or Total remaining weeks until the end of the semester)
 - m. Press **Save**

Go To...

Availability Information:

Tutor: **Trac, Tutor**
 Date: 8/14/2007 Start Time (ex: 8:00a): 8:00am Duration (Hours): 5

Type: Individual Max Students: 1
 Subject: HIST Location: RM226
 Group Reason: Personal Tutoring

Funding/Center Information (Optional):
 Fund: Center: VICKERY
Utilizing the fund code in the availability allows the appointments to be linked to a particular fund. This allows students that are attending a group study session to not have to log in. Use the roster to track the attendance.

Recurring Information (Optional):
 Type: Weekly Interval: 1
 Total Remaining: 1 Recurr ID: 0
 Modify this entry only

Note: To delete a recurring availability. First change the total remaining to 0, then save. Then delete the availability.

Split this new availability into increments of 1 hours.

Save

4. Click **Return** (on the top right) to go back to the weekly view of the schedule
5. Click the **Refresh** (green button on the toolbar) button to load up new schedule.

Go To...

Tutor Trac Week of
 Week Schedule Monday, August 13, 2007 – Sunday, August 19, 2007

◀ previous next ▶

Monday, August 13, 2007	Start - End	Who/Type	Create Availability...
Tuesday, August 14, 2007	8:00 AM - 9:00 AM	I - RM226	
	9:00 AM - 10:00 AM	I - RM226	
	10:00 AM - 11:00 AM	I - RM226	
	11:00 AM - 12:00 PM	I - RM226	
	12:00 PM - 1:00 PM	I - RM226	

6. You should see your availability entered.

To Schedule Student Appointments

NOTE: Before you schedule an appointment, be sure your availabilities reflect the **TYPE** of appointment you want to schedule.

Non-Recurring

G: Group → used for one-time or sporadic meetings with maximum 3 students

I: Individual → used for one-time or sporadic meetings with 1 student

Recurring

C: Class → used for continuous meetings with maximum 3 students

P: Private → used for continuous meetings with 1 student

After you have logged in, and from the main menu,

1. Click on **Week Schedule** located at the top right-hand corner.
2. Click on the **Who/Type** located under the corresponding date and next to the corresponding **Start-End** time
3. On **Student Info** page, enter the student's LAST NAME, F (first initial) and select **Find Student**. The student's information will show up on the screen
4. When all of the information looks correct, click **Save Appointment**. You and the student will receive a confirmation email that the appointment was set. There will also be a reminder email sent out the night before the appointment
5. Click **Return** (on the top right) to go back to the weekly view of the schedule
6. Click the **Refresh** (green button on toolbar) to load up new schedule
7. You should see a change in the appointment. Either an increase in the group number or possibly the student's name

[Create Availability...](#)

Start - End	Who/Type
1:00 PM - 2:00 PM	G - Computer Science, Vickery 101 - 0/2
2:00 PM - 3:00 PM	G - Computer Science, Vickery 101 - 0/2
3:00 PM - 4:00 PM	G - Computer Science, Vickery 101 - 0/2

Student Info:
 Name: JEANNETTE ABBOTT
 Student ID: 900-38-5634
 New Appointment For:

Appointment Information: (Type=)
 Tutor: Robinson Carolina
 Date: 9/7/2005
 Time: 1:00 PM
 Fund:
 Status:
 ID: -1 Recur: 0-554
 Location: Vickery 101
 Duration (Hours): 1
 Center: VICKERY

 Split Availability using this Appointment

Visit ID: 0

Group Roster:

Student ID	Name	Attended?
View Student List		

[Create Availability...](#)

Start - End	Who/Type
1:00 PM - 2:00 PM	G - Computer Science, Vickery 101 - 1/2

To Delete an Availability (For your own Tutor or Mentor Schedule)

After you have logged in, and from the main menu,

***Note: this has removed all of the availabilities for the rest of the semester during that specified time. Do NOT use this to make yourself unavailable for a day.**

1. Click on **Week Schedule** located at the top right of the page. Click on the **Start-End** time of the availability that you want to delete
2. At the bottom of the Scheduler Page change total remaining to **zero (0)** and then press **Save**
3. Then press **Delete**

[Create Availability...](#)

Start - End	Who/Type
1:00 PM - 2:00 PM	G - Computer Science, Vickery 101 - 0/2
2:00 PM - 3:00 PM	G - Computer Science, Vickery 101 - 0/2
3:00 PM - 4:00 PM	G - Computer Science, Vickery 101 - 0/2
4:00 PM - 5:00 PM	G - Computer Science, Vickery 101 - 0/2

Recurring Information (Optional):
 Type: MWF
 Interval: 1
 Total Remaining: 39
 Recurr ID: 561
 Modify this entry only Note: To delete a recurring availability, First change the total remaining to 0, then save. Then delete the availability.

4. Click **Return** (on the top right) to go back to weekly view of the schedule
5. Click the **Refresh** (green button on the toolbar) button to load up new schedule
6. Your availability should be deleted

Immediately After a Tutor or Mentor Session

(Entering information for Private or Individual Meetings)

After you have logged in, and from the main menu,

1. Click on **Week Schedule** located at the top right of the page
2. Find the **day** of the appointment
3. Click on the **Who/Type** link to the corresponding time
4. You will now be able to enter information about your tutoring appointment.
 - a. Verify the Student Info
 - b. Select the appropriate **Status** in the drop down box.
 - i. If the student did not attend, enter any notes in **Additional Notes** field and click save. Otherwise continue with steps 4c – 5.
 - c. Under Visit Info, enter **Time In (BE SURE TO USE AM OR PM!)**
 - d. Enter **Time Out** (This should match the ACTUAL duration of your appointment, not the scheduled time. Additionally, if you meet at a different time on the same day, this would be where you would enter that information.)
 - e. Enter **Subject/Notes: Subject (i.e. PO_SC)**
 - f. Enter **Reason: Personal Tutoring** (You may or may not see the label)
 - g. In the large white box, enter visit notes. (These notes are very important and are used by the advisors to track the progress of the student, so take them seriously!)

Go To...

Student Info:

Name: Student Athlete
Student ID: 555-55-5555

Appointment Information: (Type=I)

Tutor: **Trac, Tutor** ID: 38963 Recur: 0-23486
 Date: **8/14/2007** Location: RM226
 Time: 9:00 AM Duration (Hours): 1
 Fund: [v] Center: VICKERY [v]
 Status: [v]
 Request Help In: HIST [v] Room: [v]
 Additional Notes: [v]
 [Delete] [Save Appointment]
 Split Availability using this Appointment

Visit ID: 0

Visit Info:

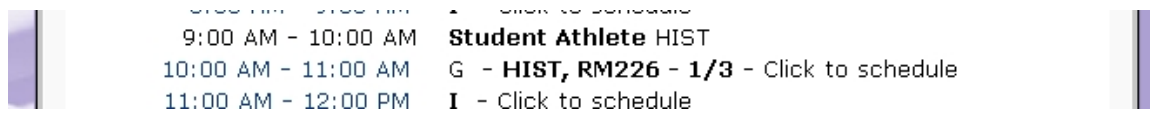
Time In	Time Out	Subject / Notes
[v]	[v]	[v]

5. Press **Save Appointment**

(Entering information for Group or Class Meetings)

After you have logged in, and from the main menu,

1. Click on **View Week Schedule** located at the top right of the page
2. Find the **day** of the appointment



3. Click on the **Who/Type** link to the corresponding time
4. You will now be able to enter information about your tutor/mentor appointment
5. To mark a student as **Attended**, click on the **No** next to their name and it will change to **YES EDIT**. The student is now marked as attended. To enter any additional visit notes on the student, click on **EDIT** and enter the information there.
6. To mark a student as anything other than attended, click on the **Student's ID** located next to their name, verify the **Student's info** at the top of the screen, select the student's **Status** from the status drop down menu and press save.

Student Info:

Name: Student Athlete New Appointment For:

Student ID: 555-55-5555

Appointment Information: (Type=G)

Tutor: **Trac, Tutor** ID: 39987 Recur: 0-23491

Date: **8/7/2007** Location: **RM226**

Time: **10:00 PM** Duration (Hours): **1**

Fund: Center:

Status: Room:

Additional Notes:

Split Availability using this Appointment

Visit ID: 0

Group Roster:

Student ID	Name	Attended?
ææ 555-55-5555	Athlete, Student	No

7. Go through each student in the group individually to set status as attended or other.

APPOINTMENT STATUS:

ATTENDED - student-athlete attended session

- Tutor enters time IN and OUT for student along with notes

STUDENT MISS - the student-athlete did not show up for scheduled appointment

- After waiting 10 minutes in room, tutor has front desk page student-athlete, then call
- If student-athlete can't be reached, wait another 20 minutes before recording the miss
- If you have a group, have front desk page the student-athlete with instructions to report to your room; front desk will also notify advisor. Return to your group.
- Front desk sends email to advisor and copies Administrative Assistant
- Last minute cancellations are STUDENT MISSED

TUTOR CANCELED - Tutor ONLY is not able to attend session

- 8 hours in advance, enter cancellation or contact Tutor Coordinator (Priscilla Kanet – kanetp@clermson.edu) to block out date(s)
- Please enter information as to why the appointment was cancelled in the ADDITIONAL NOTES box
- In an emergency, less than 8 hours, email and/or call Tutor Coordinator (kanetp@clermson.edu / 656-2832)
 - Notify front desk (656-0962) to tell the student-athlete
- Do NOT cancel appointments for students. They must see their advisor 8 hours in advance to cancel.
- Last Minute Cancellations are STUDENT MISSED.

Abbreviations for TutorTrac

Please use these precise abbreviations without altering the words or without excluding the underscore. Without accurate subjects, TutorTrac reporting will be incorrect.

AAH_210	ENGL	MTHSC_108
ACCT	ENSP	MTHSC_117
ACCT_201	EXST_222	MTHSC_199
ACCT_202	EXST_301	MTHSC_203
AL	EXST_801	MTHSC_206
AL_350	FIN	MTHSC_207
ANTH	FIN_306	MTHSC_301
AP_EC	FR	MTHSC_309
ART	GEN	MUSIC
ASL	GEOG	MUSIC_210
ASTR	GEOG	NUTR
AVS	GEOG_103	PGD
BIOCH	GEOG_112	PHIL
BIOL	GER	PHIL_102
BIOL_103/104	HLTH	PHYS
BIOL_121	HIST	PHYS_207/208
BIOL_122	HORT	PHYS_221/222
BIOL_123	ITAL	PH_SC
BIOL_124	LAW	PH_SC_107
BIO_SC	LEARNING_SPECIALIST	PO_SC
CHEM	MGT	PRTM
CHEM_101	MGT_201	PSYCH
CHEM_102	MGT_307	REL_101
CHIN	MGT_310	SOC
COMM	MKT	SOC_201
CP_SC	MKT_301	SPAN
CSM	MENTOR	STRATEGIC_TUTOR
ECON	MTHSC_101	STS_101
ECON_211	MTHSC_102	THEA
ECON_212	MTHSC_105	THRD
ED	MTHSC_106	WRITING_LAB

FORMS



TUTOR / MENTOR PLEDGE OF EMPLOYMENT

It is imperative that every tutor and mentor receive orientation to our program, attend mandatory training, and have a complete understanding of the Tutor/Mentor Handbook.

Please initial and sign the following to ensure understanding and compliance of the policies and guidelines of the Student-Athlete Enrichment Programs' Tutor/Mentor Handbook. As an hourly employee of our program, any violation of policy or procedure is considered cause for termination from our program.

Initial

- _____ I AGREE to practice academic support within the academic integrity policies of Clemson University and the ethical guidelines of the Student-Athlete Enrichment Programs' Tutor/Mentor Program.
- _____ I AGREE to completely abide by NCAA Rules and Regulations.
- _____ I AGREE to practice **strict confidentiality** in regard to student-athletes' academic evaluation and any information I may be exposed to indirectly.
- _____ I AGREE to abide by the policies and objectives of study hall. I understand my role as a tutor/mentor and the scope of responsibility my position demands.
- _____ I AGREE to abide by the sexual harassment policy of Clemson University.
- _____ I AGREE to abide by the University Amorous Relations Policy.
- _____ I AGREE to complete all paperwork honestly and accurately with specific, detailed information.
- _____ I AGREE to conduct myself in a professional and ethical manner while representing and working for the Student-Athlete Enrichment Programs and Clemson University.

Print Name

Signature

Date

CONFIDENTIALITY AGREEMENT

I, _____, do hereby agree to abide by the highest principles of integrity, trustworthiness, and confidentiality as I discharge my duties with the Student-Athlete Enrichment Programs at Clemson University. By my signature, I affirm that my position may expose me to sensitive and confidential information, including but not exclusive of academic ability and progress of student-athletes. I agree not to discuss any such matters with anyone outside of the appropriate Vickery Hall staff person. I further affirm that my employment may be terminated for any breach of contract.

Printed Name

Signature

Date



Student and Tutor Agreement

Both the Student and Tutor agree to the following: (*"Tutor" includes Strategic Tutors and Mentors*)

1. **To be on time** for all appointments on your scheduled day.
2. **To be prepared** for each tutoring session.
 - a. For the student, this means:
 - i. Bringing the necessary materials including textbook, lecture notes, review sheets, current assignments, and course syllabus.
 - ii. Attempting to complete the homework assignments on your own before your scheduled appointment.
 - iii. Completing any necessary reading before your scheduled appointment.
 - b. For the tutor this means:
 - i. Completing necessary preparation before the scheduled appointment.
3. **To be productive and respectful** during the scheduled appointment.
4. **To understand the role of the tutor** is to help answer your questions, quiz you, and help you gain a better understanding of the material. Tutors are not here to do your work for you, re-teach a lecture, give answers to or complete assignments, or to write or proofread your papers. Tutors may not help with any type of graded take-home test/assignment. Tutors may not be in the room with any student taking an online or take-home test.

Scheduling Appointments and Cancellations:

- All appointments must be made at least 8 hours in advance.
- Tutor appointments are scheduled for 1 hour. Ending a session before 1 hour could be counted as a miss.
- **You may not cancel an appointment directly with the tutor.**
- All cancellations must go through the student's advisor.
- Appointments can only be cancelled no less than 8 hours prior to the scheduled meeting time or by 4:30 on the day of the appointment. Sunday appointments can only be cancelled by contacting your advisor by 12pm on Friday.
- In an emergency, within 8 hours outside of staff working hours, contact your advisor or the front desk (656-0962).

Student Miss Procedure for the Tutor:

- After waiting 10 minutes in room, the tutor has front desk worker page student athlete, then call.
- If student athlete can't be reached, the tutor will wait another 20 minutes before recording the miss.
- If you have a group, page the student-athlete with instructions to report to your room; front desk will also notify advisor. Return to your group.
- Front desk sends email to advisor.
- Last minute cancellation will be counted as a miss.

Miss Policy: After three misses in one subject area, or after seven overall misses, the student-athlete must meet with the Becky Bowman, Director of Vickery Hall, prior to any future tutoring appointments.

Agreement: I have read the information on this contract and agree to keep this contract valid. I understand that a violation of this contract, or of Clemson University policies, can result in termination of the tutor or of tutorial assistance.

Student Name: _____ Student Signature: _____

Tutor Name: _____ Tutor Signature: _____

Date: _____

This form should be turned in to the front desk.

STUDENT & TUTOR AGREEMENT INSTRUCTIONS

First session with any student-athlete, start with this agreement:

- Ask if student reviewed agreement in depth with a previous tutor
 - If NO, review in depth
 - If YES, review bold parts
- Both parties will review and sign the agreement
- Submit agreement at front desk, bottom tray under desk.

TUTOR OBSERVATION

Tutor: _____
 Observer: _____
 Date of observation: _____

3 = excellent
 2 = good
 1 = unsatisfactory
 NO = not observed

PROFESSIONALISM	3	2	1	NO	COMMENTS
Creates good environment					
Dresses appropriately					
Demonstrates respect for tutee					
TUTORING SKILLS					
Asks tutee for goals/Sets agenda for session					
Uses appropriate questions to clarify					
Demonstrates superior knowledge of material					
Responds to questions in a succinct manner					
Demonstrates eagerness to teach					
STUDY SKILLS					
Helps tutee understand how best to study for class					
Gives basic guidance in managing course material					
Makes necessary referrals (advisor, prof, etc.)					
TUTEE INVOLVEMENT					
Tutee has necessary materials					
Tutee is engaged in the process					
SUMMARY					
Summarizes tutor session					
Helps tutee prepare for next session/new material					

Additional comments:

TUTOR BOOK REQUEST FORM

Name _____ Subject _____ Date _____

I would like to request the following book(s) to aid in my preparation for the subject(s) I will be tutoring. Please be specific with the following information.

Title	Author	Course	Professor
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

If the location of any of the above books is other than the University Bookstore, please indicate:

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

I have received the above books and accept responsibility for them. If they are lost or stolen I will replace them or I will be billed. I am also responsible for checking them back in to Tutor Coordinator during the last week of tutoring every semester/summer session.

Signature Date

Office Use Only

This book request is approved yes no Date _____ Signature _____

Person going to the bookstore _____ Date _____

All books above have been turned in.

Tutor Signature Date

Staff Signature Date

Tutoring Session Checklist

[Note: Complete this checklist for each tutor session and keep on file. Your comments in TutorTrac should be guided by these components.]

COMPLETED

TASKS/COMMENTS

1. Ensure student has necessary materials

2. Review material and tasks previously assigned

3. Ask questions

4. Set goals for session

5. Plan how to reach goals

6. Complete tasks

7. State accomplishments

8. Assign follow-up tasks

Student Names:

Tutor – print name

Tutoring Session Tutor Guide

1. Ensure SA has necessary materials.

- HAVE STUDENT SHOW YOU THAT THEY CAME PREPARED TO THE TUTOR SESSION. "Prepared" means the student has book, pencil or pen, paper, and some form of notes.

2. Review Tasks Previously Assigned.

- REVIEW THE TASKS THAT WERE ASSIGNED DURING THE LAST TUTORING SESSION. Have the student show proof that they thoroughly completed the tasks. If the assignment was to read a chapter, verify the student has made notes, flashcards, or has somehow processed the material. If the assignment was to gather information, verify student has documents with necessary information (e.g., print outs from the web, copies of articles, etc.).

3. Ask Questions.

- ASK THE STUDENTS QUESTIONS RELATED TO THE READING AND CLASS ASSIGNMENTS COMPLETED SINCE THE LAST TUTORING SESSION TO ASSESS THEIR UNDERSTANDING OF THE MATERIAL. This can be a quick review of vocabulary, characters in a novel, or a sample problem. This may also be a continuation of what was done in Step 2.
- HAVE THE STUDENT ASK YOU QUESTIONS REGARDING ANY PREVIOUSLY ASSIGNED WORK, CLASS, AND/OR THIS CURRENT SESSION.

4. Set Goals for the session.

- DETERMINE WHAT WILL BE ACCOMPLISHED DURING THIS TUTORING SESSION. Review the course syllabus and any related Blackboard information. Make sure the student has copies of both with them. Make sure goals are measurable (e.g., we will complete a rough draft of the paper; we will complete the homework set of problems; we will read and take notes from chapter 12).

5. Plan.

- PLAN HOW GOALS WILL BE ACCOMPLISHED DURING THE SESSION. Make sure the student is an active participant in the session. Lecturing a student about material is not effective. Give sample problems. Have the student read and put material in his or her own words. Have the student brainstorm and outline the paper he will write.

6. Complete Tasks.

- BEGIN WORKING ON GOALS. This is where the majority of the tutoring time is to be spent.

7. Review.

- HAVE THE STUDENT STATE/RESTATE WHAT WAS LEARNED.

8. Assign Tasks.

- USING THE ITEMS STILL LEFT TO FINISH FROM STEP 7 AND THE COURSE SYLLABUS, IDENTIFY THE TASKS THAT THE STUDENT MUST COMPLETE BEFORE THE NEXT TUTORING SESSION. Have student write in student planner. NOTE: Do not assign a student work that he is not able to accomplish on his own. Break tasks down into component steps.

MENTOR CONTRACT

In exchange for using a mentor, you agree to:

1. Be on time for sessions and be prepared to keep the mentor informed and up-to-date on all class assignments and responsibilities.
2. Be prepared to demonstrate to the mentor that you are fulfilling class assignments to best of your ability.
3. Come prepared for all mentoring sessions with any work previously suggested by the mentor. Bring all material suggested by mentor.
4. Attend all sessions as scheduled; however, if a change is necessary, notify the mentor and advisor by phone or email as soon as possible. The mentor will notify the mentor coordinator.
5. Provide the mentor with a competition/travel schedule in advance, reminding the mentor before each such absence.
6. Missed appointments or failure to comply with the above may result in loss of the mentor privilege.

Mentee's Printed Name

Mentor's Printed Name

Mentee's Signature

Mentor's Signature

Date

Date

Regular Meeting Times: (2 required: one Sunday; one Wed – Fri)

Day Time

Day Time

Approved by _____
Mentor Coordinator

Date

MENTOR REPORT

1. Student-Athlete's Name:			2. Tutor Name:		
3. Date:	4. Start Time:	5. End Time:	6. Subject:		
7. <input type="checkbox"/> On Time? <input type="checkbox"/> Check Email / BB? <input type="checkbox"/> Have all necessary materials? (Book, notes, paper)			8. <input type="checkbox"/> Complete previously assigned tasks? If not, what is missing?		
9. Goals for the session			10. Plan to accomplish goals:		
11. Material discussed / Learning strategies supported					
12. What was accomplished during session?			13. Assign tasks for next session (and time between session)		
14. <input type="checkbox"/> Complete / Update weekly Schedule? <input type="checkbox"/> Engaged in tutoring session? <input type="checkbox"/> Develop questions / comments for class discussion?			15. <input type="checkbox"/> Making progress with learning strategies? <input type="checkbox"/> Making progress with course content? <input type="checkbox"/> Making progress with organization / time mgt skills?		
16. What assignments / tests/ projects / papers are due this week?					

Comments:

WEEKLY PLAN SHEET

Week Of: _____ Name: _____

Class	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Reminders:						

ASSIGNMENT SHEET

Assignment: _____

Due Date: _____

STEPS TO COMPLETE

	Step:	How to complete / strategies to use:	Complete by:
1			
2			
3			
4			
5			
6			
7			