

# **Academic Skills Enhancement Program**

## **Tutor Handbook**

**2009-2010**

Academic Support Program for Student Athletes (ASPSA)  
North Carolina State University  
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## **A Message from the Director of Academic Support Program for Student Athletes**

To All Academic Skills Enhancement Program Staff:

As the Director of the Academic Support Program for Student Athletes at North Carolina State University and on behalf of my staff, I welcome you to be a part of our program. We are proud of the quality of our support services that we offer our students and we look forward to working with you.

You have been hired to be a staff member within our Academic Skills Enhancement Program to help enhance the academic skills through teaching strategies as well as provide tutoring and academic mentoring to our students following our policies and procedures. Your experiences as a member of our staff will give you the opportunity to help other students reach their academic goals. At the same time, you will have a chance to learn new teaching and tutoring strategies through interaction with administrators and trainings.

The NCAA is strict with what can and cannot be provided to student athletes and it is my expectation that we will comply with the rules 100% with all NC State and NCAA rules and regulations. We do not tolerate any improprieties within our program.

The Academic Skills Enhancement Program has earned all three levels of certification by the College Reading & Learning Association for its Tutor Program. This certification by CRLA, which is transferable to other institutions, enables the Academic Skills Enhancement Program to certify you on three different tutor levels. We provide trainings and encourage you to keep track of your participation as you move towards certification at each level. I urge you to take full advantage of this opportunity by becoming highly skilled and earn the recognition of being a CRLA certified tutor.

As an employee with our program, I hope you have a meaningful experience. Thank you for your effort, energy and commitment to academics.

Sincerely,

Carrie Leger  
Director of the Academic Support Program for Student Athletes

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## **Academic Skills Enhancement Program**

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Intern: Amber Rae Childers, 513-0547 (main contact number)

Assistant: Jenni Gillam, 513-2048

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### **Mission Statement**

*The Academic Skills Enhancement Program promotes student accountability and provides student athletes with programs and services that improve academic skills in an efficient way.*

### **Objective of the Academic Skills Enhancement Program**

*To enhance academic skills through teaching study strategies, providing tutoring and academic mentoring within ASPSA's facilities throughout the academic year and to provide appropriate guidance with diagnostic testing referrals to our student population.*

### **Goals**

- Reduce number of no shows
- Reduce number of schedule changes
- Be more intentional to determine individual academic plans
- Maximize utilization of drop-in tutors
- Increase skills enhancement of student-athletes
- Increase retention of Academic Skills Enhancement Program staff
- Reduce number of Academic Skills Enhancement Program staff and increase quality of employees
- Increase number of returning Academic Skills Enhancement Program staff with CRLA certification

### **Nationally Certified Program**

- The College Reading and Learning Association (CRLA) has certified ASPSA at all levels.

### **Session Descriptions**

- Individual and Small Group Tutoring
- Team Study Hall
- Drop-In Tutoring

### **Session Locations**

*All appointments must be conducted in one of the three following locations. If a circumstance arises and an appointment should be conducted in a different location, then the tutor must contact an Academic Skills Enhancement Program administrator for approval prior to the appointment.*

- Case Academic Center (primary location)
- Weisiger-Brown
- Murphy Center

## Requirements for all Academic Skills Enhancement Program Staff

*Must be at least a junior in college with a 3.00 cumulative grade point average or demonstrate proficiency in coursework (ex. 2.9 TGPA and all A's in Math and is applying to be a Math tutor). Must be willing to learn about and abide by the North Carolina State University, NCAA and ASPSA rules and regulations. Must be able to teach academic success strategies to a diverse student population in a one-on-one or small group setting. Must have the ability to effectively communicate verbally and in written word. Must have skills to develop written reports. Must be attentive to detail and accurate in record keeping. Ability to work a flexible schedule. Preference can be given to individuals who have tutoring experience or other educational qualifications.*

### Recruiting:

- Department contacts that can send mass emails to students in their program(s)
- Contact instructor for a specific course for recommendations
- Outside entities (local institutions, WCPSS, etc)

### Training

- Orientation at beginning of each semester to review policies/procedures
- Weekly training opportunities offered to the Academic Skills Enhancement Program staff by ASPSA, qualified individuals in NC State programs and experts outside our campus community
- Counseling Center workshops
- Undergraduate Tutorial Center workshops
- Academic Skills Enhancement Program staff are required to participate in 2 trainings a semester for continued employment (an approved project and/or conference with an Academic Skills Enhancement Program administrator can count as a workshop). Trainings include modes such as online and workshops.

## **At-Risk Tier Structure**

All incoming and returning student-athletes are evaluated annually to determine their level of risk of not graduating. Academic and non-academic factors are considered in the evaluation.

### Tier 1

Student-athletes identified as Tier 1 are the most at risk of not graduating. Based on the level of risk, ASPSA believes these students need an intense level of academic support and monitoring. Incoming student-athletes with 4+ on the criteria and returning student-athletes scoring 5+ on the criteria are identified as Tier 1. The Academic Skills Enhancement Program Coordinator will closely monitor sessions.

### Tier 2

Student-athletes identified as Tier 2 are moderately at risk of not graduating. ASPSA believes these students also need support and monitoring incoming student-athletes with 2-3 on the criteria and returning student-athletes scoring 4 on the criteria are identified as Tier 2.

### Tier 3

Student-athletes identified as Tier 3 have some risk of not graduating; with minimal indicators that lead ASPSA to believe that they will need to utilize specific services.

\*If a student-athlete has a documented disability and/or ADD/ADHD, then he/she will be referred to the Academic Skills Enhancement Program Coordinator for guidance on the registration

procedure with the NCSU Disability Services Office. All questions and concerns related to disabilities and/or ADD/ADHD will be directed to the Academic Skills Enhancement Program.

## **Expectations**

The Academic Skills Enhancement Program administrators expect the following from all ASPSA employees and Academic Skills Enhancement Program staff:

- Integrity
- Professionalism (including attire)
- Collaborative problem solving consistent with ASPSA's goals and mission
- Communication (verbal, open, honest, timely)
- Intentional plans for students utilizing the program
- Trust/mutual respect
- Consistency with holding students accountable
- Challenging students in sessions
- Flexibility and Adaptability
- *No communication between student-athletes and the Academic Skills Enhancement Program staff outside of scheduled sessions (i.e.- exchange of phone numbers, emails, virtual communities)*

The Academic Skills Enhancement Program administrators expect the following from all students:

- Responsibility for their own actions at all times
- Act with the highest standards of integrity
- Active participation
- Be prepared for all sessions by bringing syllabi and class materials
- Lead rather than follow the behavior of others
- Respect staff and our program
- *No communication between student-athletes and the Academic Skills Enhancement Program staff outside of scheduled sessions (i.e.- exchange of phone numbers, emails, virtual communities)*

## **Expectations for Structured Study Hall**

### **ASPSA Staff**

- All Academic Skills Enhancement policies should be enforced during all structured study halls.
- Any Academic Skills Enhancement Program staff issue (no-show, tardy, unprepared) must be emailed to aspsatutor prior to the following day.
- If a tutor is not working with student-athletes, then release the tutor and email aspsatutor prior to the following day.
- If an Academic Skills Enhancement Program staff member is not working while on the clock (not taking the initiative after being addressed), then release him/her and email aspsatutor prior to the following day.
- If there is concern about a specific Academic Skills Enhancement Program staff member that needs *immediate attention*, email the Assistant Director of the Academic Skills Enhancement Program and aspsatutor prior to the following day.

- If there is an academic integrity issue, involving an Academic Skills Enhancement Program staff member, please call the Assistant Director of the Academic Skills Enhancement Program to discuss the situation.

### **Academic Skills Enhancement Program Staff**

- You are expected to attend all team structured study times that have been assigned to you and arrive at least 15 minutes prior to the start of your shift.
- If you must miss a team structured study hall for an excused reason (health, family, work), then please give at least 4 hours notice to the Academic Skills Enhancement Program.
- Be prepared to work with more than one student-athlete at a time during any session.
- Always be on the move and engaged, this is not the time to complete your own work (reading, homework, writing, etc).
- While you are in the structured study setting and have questions, please communicate with the Academic Support Program for Student Athlete staff member on duty.

### **NCAA Guidelines**

As employees of the Athletic Department at NCSU you are bound by the rules and regulations established by the NCAA. These rules provide very specific instructions concerning your conduct when working with student-athletes. Violations of these rules can jeopardize a student-athlete's eligibility as well as lead to your termination. Some very general and common guidelines are provided for you below, but it is your responsibility to seek clarification if needed:

- Student-athletes cannot receive any extra benefits. The term "extra benefit" refers to any special arrangement by an institutional employee or representative to provide the student-athlete or his or her relatives or friends with a benefit not expressly authorized by the NCAA.
- This means that you may not give gifts: no cash, discounts, loans, tickets, food, services (laundry, dry cleaning), use of car, credit card or cell phone.
- Do not pay student-athletes for their tickets.
- Do not type a paper or assignment for a student-athlete, even if they offer to pay you.
- You may not participate in any gambling activities that involve an athletic event, either intercollegiate or professional and you may not give information concerning intercollegiate athletic competition to anyone involved in gambling.

### **Working with online classes and/or online assignments/academic integrity**

With the increasing popularity of online classes and use of online assignments we are having more and more tutors ask questions about what they can and cannot do while tutoring a student. Below are some general guidelines for you to follow when tutoring an online course:

- All NCSU and NCAA rules regarding academic integrity still apply: all work submitted by a student must be that of the student. If not, then that is plagiarism.
- In a session that involves a webassign, the student must write on a hard copy and show his/her work. An Academic Skills Enhancement Program staff member must not be at a computer with a student when submitting work online. Encourage the student to keep all documentation by showing his/her work and encourage the student to submit the first couple problems to see if he/she is completing the work correctly before moving forward.

- Regarding all other work including assignments, quizzes, and tests: check with aspsatutor first before doing anything! Contact has been made with the instructor of every online class our student-athletes are enrolled in and policies have been gathered from each one concerning their particular course. Policies concerning group collaboration, use of notes and books, etc. vary greatly by instructor.

## **POLICIES AND PROCEDURES**

### **Student Athlete Program Involvement Policy**

5-Point Policy (fall and spring semester)/ 3-Point Policy (each summer session)

- 1 no show = 1 point
- 1 tardy (at least 15 minutes) = 1/2 point
- 1 unprepared session = 1/2 point
- Unprepared = If a tutor states this in a session report and/or an Academic Skills Enhancement Program administrator observes
  - Students are expected to bring syllabi and class materials (books, notes, etc) to each session or it will count as an unprepared session
- Should a student-athlete reach 5 points, then the student-athlete loses his/her privileges from the Academic Skills Enhancement Program for the rest of the semester. Should a student-athlete reach 3 points in a summer session, then the student-athlete loses his/her privileges from the Academic Skills Enhancement Program for the rest of the session.
  - Assistant Director of the Academic Skills Enhancement Program communicates with Academic Coordinator(s) asking for reasons why the student missed the tutor session(s) after each point
  - Reasons must be submitted to the Assistant Director of the Academic Skills Enhancement Program prior to the following business day
  - The following business day the Assistant Director of the Academic Skills Enhancement Program will email official notification of each point to the Head Coach, Academic Coach, Sport Administrator, Director of ASPSA and Academic Coordinator
  - The Assistant Director of the Academic Skills Enhancement Program will notify the student by email and cc the Academic Coordinator after each point
- Academic Skills Enhancement Program staff will be paid for the session length if the staff member remains in his/her location during that time and must be available to work with other student-athletes or help with the Program's administrators. If the staff member chooses to leave, then the staff member must sign out and not be paid for the remainder of the time.

### **Reinstatement Policy**

- If a student loses his/her privileges in a given semester, then the student will meet with a team of academic support administrators. It is at the discretion of the Assistant Director of the Academic Skills Enhancement Program to determine the ASEP support plan during a probation period.

### **Academic Skills Enhancement Program Staff No Show Policy**

*This policy is for each semester and summer session*

- The staff member is considered tardy if he/she is more than fifteen minutes late for a session

- 1 no show or 2 tardies (at least 15 minutes) = 1 point
- First point = Email warning from the Assistant Director of the Academic Skills Enhancement Program
- Second point = Email warning and a meeting with the Assistant Director of the Academic Skills Enhancement Program
- Third point = Dismissal from the Academic Skills Enhancement Program
- If a tutor needs to miss a session, then the tutor must notify aspsatutor no less than four hours prior to the start of the session. The Academic Skills Enhancement Program administrators will find a replacement, so the session can continue as scheduled. aspsatutor will notify the Academic Coordinator of any such change.

### **Session Cancellation/Excused Absence Policy**

- Sessions will be cancelled by the Assistant Director of the Academic Skills Enhancement Program once information is received from Registration and Records on dropped courses
- Full participation in sessions is expected of all student-athletes who utilize the Academic Skills Enhancement Program
- The following are reasons for an **excused** absence:
  - The student-athlete is away from campus representing NCSU (student-athlete must provide a class excuse letter to the Assistant Director of the Academic Skills Enhancement Program at least 24 hours prior to the scheduled appointment)
  - Illness or injury (with a physician's note or notification from Sports Medicine to an Academic Skills Enhancement Program administrator)
  - Death or serious illness in the family
  - Approval by the Assistant Director of the Academic Skills Enhancement Program at least 4 hours prior to the start of the scheduled session
- Student-athletes cannot cancel for any other reason except for the above reasons
- Student-athletes must sign up for their drop-in appointments

### **Drop-In Policies and Procedures**

1. Pick up your sign-up sheet at the front desk.
2. Clearly display your sheet where students can see it and are able to easily find you.
3. If a student has signed up and has not arrived within 5 or 10 minutes of the appointment, please check with the full time staff person or monitor on duty to see if the student is here.
4. Complete reports on ALL students worked with during your time here. If a student signs up and doesn't show, file a No Show report. You must also complete reports on students you've worked with that did not sign up in advance to meet with you.
5. Turn in your sign-up sheets to the Academic Skills Enhancement Program administrator on duty before you leave.

### **Termination of Academic Skills Enhancement Program staff**

- Violation of any ASEP policies could be grounds for immediate termination and determined by the Assistant Director of the Academic Skills Enhancement Program.

## College Reading and Learning Association (CRLA)

### What is it?

- CRLA sponsors the International Tutor Training Certification Program in which ASPSA is a participant.
- The CRLA certifies tutor programs at 3 levels once specified hiring, training, and evaluation procedures have been adopted.
- Once certified, programs can certify individual tutors who have met the necessary requirements.
- The Academic Skills Enhancement Program currently is certified at Level 3, which is the master level.
- Information about this program can be found at [www.crla.net](http://www.crla.net).

### Application / Re-application Process

- Once granted, certification is valid for an initial one-year period. A renewal application must then be sent which, upon acceptance, is valid for 3 years. After that, the certification is valid for 5 years.
- ASPSA was originally certified at Level 1 from June 30, 2005 through July 1, 2006. The renewal certification for Level 1 and the Advanced /Level 2 certification was granted from July 1, 2006 through June 30, 2009. Level 3 was granted from May 1, 2007 through June 30, 2009. Re-certification paperwork was submitted by June 30, 2009.

### ASPSA Program Requirements

- ASPSA must follow specific requirements in the following categories to remain in compliance with the guidelines established by CRLA:
  - **Hiring**
  - **Evaluations**
  - **Training**
  - **Documentation**

### Individual Tutor Requirements

- Individual CRLA tutor certifications are awarded by ASPSA once specific requirements have been met. A certificate with their name on it and a \$.50 / hour pay raise is also given at that time. These requirements are as follows:
  - **Training:** Tutors must complete 10 hours of training specific to the level of certification for which they are working. Each workshop that is offered has a corresponding CRLA "level" attached to it and this is documented along with the actual number of hours of training tutors attend. A tutor can "work ahead" and attend a Level 2 training before they have earned Level 1 certification, and those hours will be documented for later use. However, they will not "count" towards the 10 hours needed for certification unless they are the relevant level.
  - **Tutoring:** Tutors must complete 25 hours of actual tutoring for each level of certification they earn. The hours do not "carry over" but must be completed at each level.

## Tracking Tutor Progress

- The trainings attended by tutors and the number of hours they spend tutoring are recorded on the individualized “Tutor Fact Sheets” and the less detailed group spreadsheet “Tutoring and Training Hours.” Sign-in sheets are turned in for each ASPSA workshop offered and from these the training information is documented in both locations and in SAMS so that tutors are paid for their time. If tutors attend workshops outside of ASPSA they must submit a signed “Tutor Training Approval Form” and from there the information is recorded in the same fashion, along with any handouts received. If materials are submitted during the same pay period, the tutor will be paid for attending.
- Tutoring hours are counted biweekly when the budget report is done. The hours spent tutoring are separated out from the hours spent in training and are recorded in the same locations as the training information.
- A running list of tutors who have earned certification must also be maintained.

## College Reading and Learning Association’s Requirements for Certification of Tutor Programs

### I. REQUIREMENTS FOR REGULAR - LEVEL 1 CERTIFICATION

Compliance with federal copyright law is expected of all CRLA ITPC programs. It is our legal and ethical responsibility to give authorship credit for all materials we use in the classroom and for tutor and mentor training. Additionally, it is our legal and ethical responsibility to purchase (or have students purchase) copyrighted materials. Programs found to be in violation of copyright law will lose their certification.

#### A. AMOUNT/DURATION OF TUTOR TRAINING: one or more of the following:

1. Minimum of ten hours of tutor training
2. A quarter/semester tutor training course
3. A quarter/semester of tutor training (non-course work)

#### B. MODES OF TUTOR TRAINING

1. Minimum of 6 hours of the training must be must be:  
**Tutor-trainer supervised, Interactive, Live, and Real-time** and can take one or more of the following forms:
  - a. Workshop instruction / seminar session
  - b. Face-to-face or online discussions
  - c. Multi-User Virtual Environment (MUVE, like Second Life)
2. The training time remaining can use the following as the main delivery medium:
  - a. Videotapes/DVDs/websites
  - b. Conferences with tutor trainer/supervisor
  - c. Webquests, podcasts, webcasts, wikis, blogs
  - d. Texts, handouts, scavenger hunts
  - e. Special tutor projects
  - f. Other

**C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING** A minimum of eight (8) of the following topics should be covered in Level 1 training. The exact amount of time devoted to each topic may vary.

1. Definition of tutoring and tutor responsibilities
2. Basic tutoring guidelines / Tutoring do's / Tutoring don'ts
3. Techniques for successfully beginning and ending a tutor session
4. Adult learners / Learning theory / Learning styles
5. Assertiveness / Handling difficult students
6. Role modeling
7. Setting goals / Planning
8. Communication skills
9. Active listening and paraphrasing
10. Referral skills
11. Study skills
12. Critical thinking skills
13. Compliance with the ethics and philosophy of the tutor program / Sexual harassment / Plagiarism
14. Modeling problem solving

Other (please specify)

**D. REQUIRED TUTORING EXPERIENCE**

25 hours of actual tutoring

**E. TUTOR SELECTION CRITERIA**

1. Interview plus written approval of a content/skill instructor  
AND/OR
2. Interview plus endorsement of tutor trainer/supervisor
3. PLUS at least one of the following:
4. Grade of "A" or "B" in subject content being tutored

Documented experience equivalent to #3

**F. TUTOR EVALUATION CRITERIA**

1. A formal/informal evaluation process is in place
2. Formal/informal evaluation occurs on a regular basis
3. The results of the evaluation process are made known to the tutors

**II. REQUIREMENTS FOR ADVANCED - LEVEL 2 CERTIFICATION**

*Compliance with federal copyright law is expected of all CRLA ITPC programs. It is our legal and ethical responsibility to give authorship credit for all materials we use in the classroom and for tutor and mentor training. Additionally, it is our legal and ethical responsibility to purchase (or have students purchase) copyrighted materials. Programs found to be in violation of copyright law will lose their certification.*

NOTE: TUTOR MUST HAVE COMPLETED LEVEL 1 CERTIFICATION REQUIREMENTS.

- A. AMOUNT/DURATION OF TUTOR TRAINING: One or more of the following:
1. Minimum of 10 hours of tutor training beyond Level 1 (a minimum of 20 cumulative hours of tutor training)
  2. A second quarter/semester tutor training course
  3. A second quarter/semester of tutor training (non-course work)
- B. MODES OF TUTOR TRAINING
1. Minimum of 4 hours of the training must be must be:  
**Tutor-trainer supervised, Interactive, Live, and Real-time**  
and can take one or more of the following forms:
    - a. Workshop instruction / seminar session
    - b. Face-to-face or online discussions
    - c. Multi-User Virtual Environment (MUVE, like Second Life)
  2. The training time remaining can also use the following:
    - a. Videotapes/DVDs/websites
    - b. Conferences with tutor trainer/supervisor
    - c. Webquests, podcasts, webcasts, wikis, blogs
    - d. Texts, handouts, scavenger hunts
    - e. Special tutor projects
    - f. Other
- D. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING: In addition to reviewing the topics covered in Level 1 a minimum of four (4) of the following topics should be covered in Level 2 training. The exact amount of time devoted to each topic may vary.
1. Review of Level 1 topics
  2. Use of probing questions
  3. Brain Dominance Learning
  4. Cultural Awareness and inter-cultural communications / Diversity
  5. Identifying and using resources
  6. Tutoring in specific skill/subject areas
  7. Assessing or Changing Study Behaviors
  8. Other (please specify)
- E. REQUIRED TUTORING EXPERIENCE  
25 additional hours of actual tutoring **after** completion of all Level 1 requirements (a minimum of 50 cumulative hours of actual tutoring)
- F. TUTOR SELECTION CRITERIA
1. Met at Level 1

## G. TUTOR EVALUATION CRITERIA

1. Met at Level 1

## IV. REQUIREMENTS FOR MASTER - LEVEL 3 CERTIFICATION

*Compliance with federal copyright law is expected of all CRLA ITPC programs. It is our legal and ethical responsibility to give authorship credit for all materials we use in the classroom and for tutor and mentor training. Additionally, it is our legal and ethical responsibility to purchase (or have students purchase) copyrighted materials. Programs found to be in violation of copyright law will lose their certification.*

NOTE: TUTOR MUST HAVE COMPLETED LEVEL 1 AND 2 CERTIFICATION REQUIREMENTS.

### C. AMOUNT/DURATION OF TUTOR TRAINING: One or more of the following:

1. Minimum of 10 hours of tutor training beyond Level 2 (a minimum of 30 cumulative hours of tutor training)
2. A third quarter/semester tutor training course
3. A third quarter/semester of tutor training (non-course work)

### D. MODES OF TUTOR TRAINING

1. Minimum of 2 hours of the training must be must be:  
**Tutor-trainer supervised, Interactive, Live, and Real-time**  
and can take one or more of the following forms:
  - a. Workshop instruction / seminar session
  - b. Face-to-face or online discussions
  - c. Multi-User Virtual Environment (MUVE, like Second Life)
2. The training time remaining can also use the following:
  - a. Videotapes/DVDs/websites
  - b. Conferences with tutor trainer/supervisor
  - c. Webquests, podcasts, webcasts, wikis, blogs
  - d. Texts, handouts, scavenger hunts
  - e. Special tutor projects
  - f. Other

### E. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING: In addition to reviewing the topics covered in Level 1 and 2 a minimum of four (4) of the following topics should be covered in Level 3 training. The exact amount of time devoted to each topic may vary.

1. Review of Level 1 and Level 2 topics
2. Self-regulated Learning/ Brain Learning/ Memory
3. How to tutor/deal with Target Populations
4. The role of Learning Centers in Higher Education
5. Structuring the learning experience
6. Training and supervising other tutors (supervisory skills)
7. Group management skills (group interaction and group dynamics)

8. Other (please specify)

F. REQUIRED TUTORING EXPERIENCE

25 additional hours of actual tutoring **after** completion of all Level 1 and Level 2 requirements (a minimum of 75 cumulative hours of actual tutoring)

E. TUTOR SELECTION CRITERIA

1. Met at Level 1

F. TUTOR EVALUATION CRITERIA

1. Met at Level 1

**2009-10 Tutor Fact Sheet**  
**North Carolina State University**  
**Academic Support Program for Student Athletes**

Name: \_\_\_\_\_

Date of Hire: \_\_\_\_\_

Hired by: \_\_\_\_\_

Pay Rate: \_\_\_\_\_

**Training Completed:**

Level 1 carried over from prior year: \_\_\_\_\_

Level 2 carried over from prior year: \_\_\_\_\_

Level 3 carried over from prior year: \_\_\_\_\_

<u>Title of Training</u>	<u>Level</u>	<u>Location</u>	<u>Date</u>	<u>#Hrs</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____

**Tutoring Hours Completed:**

Carried Over from Prior Year:

Aug: \_\_\_\_\_ Sept: \_\_\_\_\_ Oct: \_\_\_\_\_ Nov: \_\_\_\_\_ Dec: \_\_\_\_\_

Jan: \_\_\_\_\_ Feb: \_\_\_\_\_ Mar: \_\_\_\_\_ Apr: \_\_\_\_\_ May: \_\_\_\_\_

June: \_\_\_\_\_ July: \_\_\_\_\_

**Evaluations Completed:**

Fall Date: \_\_\_\_\_ Completed by: \_\_\_\_\_

Spring Date: \_\_\_\_\_ Completed by: \_\_\_\_\_

**Certification Requirements met:**

Level 1: \_\_\_\_\_ Level 2: \_\_\_\_\_ Level 3: \_\_\_\_\_

# PERSONAL TUTOR TRAINING RECORD

Name of Tutor: \_\_\_\_\_

Date of Hire: \_\_\_\_\_

<b>Level 1 (10 hours training in level one topics and 25 tutoring hours)</b>				
Date	Time	Presenter	Location	Workshop

Level 1 Certification Completed: \_\_\_\_\_

<b>Level 2 (10 hours training in level two topics and 25 tutoring hours)</b>				
Date	Time	Presenter	Location	Workshop

Level 2 Certification Completed: \_\_\_\_\_

<b>Level 3 (10 hours training in level three topics and 25 tutoring hours)</b>				
Date	Time	Presenter	Location	Workshop

Level 3 Certification Completed: \_\_\_\_\_

## **Orientation**

Orientations are held at the beginning of each semester. ALL tutors (new and returning) are required to attend the fall semester orientation. For spring and summer semesters, only late hires from the previous semester must attend. Each tutor will be required to complete an Orientation quiz at the conclusion of the orientation and earn a minimum of 18/20. Four weeks later, the tutor will take a quiz again and must earn a 20/20. Scores of less than 20/20 will constitute a meeting with the Assistant Director of the Academic Skills Enhancement Program.

## **Workshops**

- Tutors will be given a schedule for upcoming workshops presented within the Academic Skills Enhancement Program.
- Tutors can attend tutoring related workshops hosted by other departments on campus and receive credit for them. To be paid for attending, required documentation (Tutor Training Approval Form) must be submitted to an Academic Skills Enhancement Program administrator.
- Information could be found on the following websites:
  - Counseling Center:  
[http://www.ncsu.edu/student\\_affairs/counseling\\_center/workshops/index.html](http://www.ncsu.edu/student_affairs/counseling_center/workshops/index.html)
  - Undergraduate Tutorial Center:  
[http://www.ncsu.edu/tutorial\\_center/workshops.htm](http://www.ncsu.edu/tutorial_center/workshops.htm)
- Both the UTC and the Counseling Center require tutors to pre-register for the workshops.

## **Sign-In and Tracking for CRLA**

- In order to receive credit for the trainings, tutors must sign the sign-in form provided at the training.
  - If tutors complete trainings offered outside of ASPSA, they must complete the Tutor Training Approval Form and bring a copy of any workshop handouts and submit them to an Academic Skills Enhancement Program administrator by the end of the semester.
- The Workshop Tracking Sheets must also be updated after the workshops. The workshop name, date and location of workshop, and workshop level are required to fill out the form.
- After a tutor has completed the requirements for a specific level, s/he will receive a .50 pay increase that will become effective the following month.

## Tutor Training Approval Form

If you attend an approved tutor training or professional development opportunity sponsored by an on campus department, outside of ASPSA, **you must submit this signed form (along with any handouts from the session) to an Academic Skills Enhancement Program administrator in order to receive credit for the training time.**

**Tutor Name:** \_\_\_\_\_

**Workshop Title:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Presenter's Signature:** \_\_\_\_\_

## Evaluation and Communication Model

Tutors will be evaluated each semester by the following methods:

- Tutor Self Evaluation
- Academic Skills Enhancement Program Observation/Evaluation of Tutor
- Quiz (at Orientation and 4 weeks later)
- Tutors may receive a copy of the Observation at the end of the semester, but the original will be in the tutor's file

**Tutor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Directions: Imagine you are about to sit down and tutor a student-athlete in a session in which you are expected to provide effective, efficient, and adequate tutoring for him/her. The statements below depict desirable behaviors expected of tutors when interacting in sessions with student-athletes and other academic support staff.

Which of the following behaviors could you perform as of right now? Please go through the list and place a check to the left of each behavior, in your judgment, you could perform as of now. Next, think about your level of confidence in your ability to perform each behavior that you checked, and place a number in the blank to the right of the item indicating the degree of confidence in your ability to successfully perform that behavior. Use the following scale to make your ratings.

0	10	20	30	40	50	60	70	80	90	100
No				Moderate					Complete	
Confidence				Confidence					Confidence	

You must use one of the numbers listed above (i.e., 0, 10, 20, etc.) to make your ratings. Notice that all ratings after "0" represent increasing levels of confidence.

### Q1. Tutoring Skills:

Left Column

Strength Column

- |   |       |
|---|-------|
| _____ 1. Asked open-ended questions and encouraged dialogue/topical discussion:                   | _____ |
| _____ 2. Directed and re-directed the student(s) to remain focused on appropriate academic tasks: | _____ |
| _____ 3. Provided positive critical feedback and reinforcement to student:                        | _____ |
| _____ 4. Demonstrated an established rapport with the student:                                    | _____ |
| _____ 5. Developed, presented, and followed a set agenda for the session:                         | _____ |
| _____ 6. Comfortable asking student to express knowledge and                                      |       |

comprehension of material: \_\_\_\_\_

\_\_\_\_\_ 7. Demonstrated knowledge of the subject matter: \_\_\_\_\_

\_\_\_\_\_ 8. Used effective communication: \_\_\_\_\_

\_\_\_\_\_ 9. Created and open, accepting, and engaging environment  
focused on enhancing academic skills, knowledge,  
and comprehension: \_\_\_\_\_

**Q2. Administrative Responsibilities:**

\_\_\_\_\_ 1. Complete session reports in a timely  
fashion (i.e., by days end): \_\_\_\_\_

\_\_\_\_\_ 2. Session reports were completed with necessary and appropriate detail: \_\_\_\_\_

\_\_\_\_\_ 3. Submits appropriate paperwork for students,  
no shows, etc.: \_\_\_\_\_

\_\_\_\_\_ 4. Meets all assigned deadlines: \_\_\_\_\_

\_\_\_\_\_ 5. Demonstrate knowledge of and adherence to ASPSA  
policies and procedures: \_\_\_\_\_

\_\_\_\_\_ 6. Demonstrate knowledge of and adherence to relevant  
NCAA rules and regulations: \_\_\_\_\_

**Q3. Professionalism:**

\_\_\_\_\_ 1. Demonstrates a student-centered, goal-oriented, and  
improvement focused attitude toward the job: \_\_\_\_\_

\_\_\_\_\_ 2. Provided adequate notice of absences: \_\_\_\_\_

\_\_\_\_\_ 3. Was prepared for the session: \_\_\_\_\_

\_\_\_\_\_ 4. Was appropriately dressed for tutorial sessions: \_\_\_\_\_

\_\_\_\_\_ 5. Attended necessary CRLA training workshops  
as required by contract: \_\_\_\_\_

\_\_\_\_\_ 6. Motivated and creative in use of down time: \_\_\_\_\_

\_\_\_\_\_ 7. Effectively communicated with ASPSA staff: \_\_\_\_\_

**Tutor Observation Evaluation**

Tutor: \_\_\_\_\_

Date: \_\_\_\_\_

Observed by: \_\_\_\_\_

Student/Subject: \_\_\_\_\_

Using the scale provided below rate the tutor on the following criteria by marking the number desired.

1 = poor      2 = below average      3 = average      4 = above average      5 = excellent

**Q1. Tutoring Skills:**

- |    |   |                       |                       |                       |                       |                       |
|----|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | Asks open-ended questions and encourages dialogue/topical discussion:   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | Directs and re-directs the student to remain focused on appropriate academic tasks:                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | Provides positive critical feedback and reinforcement to student:   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | Demonstrates an established rapport with the student:   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | Presented and followed a set agenda for the session:  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | Student was given opportunities to express knowledge and comprehension of material:                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | Demonstrated knowledge of the subject matter:   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | Used effective communication:   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | Created and open, accepting, and engaging environment focused on enhancing academic skills, knowledge, and comprehension: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Comments on Tutoring Skills:**

**Q2. Administrative Responsibilities:**

- |    |  |                       |                       |                       |                       |                       |
|----|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | Completes session reports in a timely fashion (i.e., by days end): | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | Completes session reports with necessary and appropriate detail:   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | Submits appropriate paperwork for students, no shows, etc.:        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- |    |   |                       |                       |                       |                       |                       |
|----|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 4. | Completes self-evaluations by deadlines:  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | Completes payroll paperwork and timesheet approvals by due dates:               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | Meets all assigned deadlines:   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | Demonstrates knowledge of and adherence to ASPSA policies and procedures:       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | Demonstrates knowledge of and adherence to relevant NCAA rules and regulations: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Comments on Administrative Responsibilities:**

**Q3. Professionalism:**

- |    |  |                       |                       |                       |                       |                       |
|----|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | Demonstrates a student-centered, goal-oriented, and improvement focused attitude toward the job: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | Is punctual/provides adequate notice of absences:  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | Was prepared for the session:  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | Was appropriately dressed for tutorial sessions:   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | Tutor attends necessary CRLA training workshops as required by contract:                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | Motivated and creative in use of down time:  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | Uses effective communication with ASPSA staff:   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Comments on Professionalism:**

**Q4. Current Status for Next Semester: (this will be determined by a score totaled from the ratings provided. 25 ratings yielding scores ranging from 25-125, with a mean of 75. See below for examples)**

° Eligible to Return (86-125) ° Probationary Status (51-85) ° Ineligible to Return (50 or below)

**Comments on Status:**

**North Carolina State University  
Academic Skills Enhancement Program  
Tutor Training Workshop Evaluation**

**Workshop:**

**Presenter:**

**Date:**

**Using the listed below scale, please respond to the following statements and provide any additional feedback regarding the attended workshop and presenter.**

1 = Poor; 2 = Below Average; 3 = Average; 4 = Above Average; 5 = Excellent

**1. Workshop Content:**

- |   |                         |                         |                         |                         |                         |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. What was the value:                    | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| b. What was the level of detail:          | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| c. How cohesive and logical was it:       | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| d. What was the level of appropriateness: | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| e. How well were stated objectives met    | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

**Comments on Workshop:**

**2. Presenter:**

- |  |                         |                         |                         |                         |                         |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. How knowledgeable was the presenter:            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| b. What was the level of presentation skills:      | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| c. To what level was participation encouraged:     | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| d. The relatedness to your level of understanding: | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| e. Was able to answer questions:                   | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| f. Preparedness:                                   | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| g. Ability to relate to audience:                  | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

**Comments on Presenter:**

**3. The training materials:**

- |                                      |                         |                         |                         |                         |                         |
|--------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Value of the training materials:  | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| b. Relatedness to course content:    | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| c. What is the value for future use: | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

**Comments on Materials:**

**4. The presentation materials (slides, overhead, PowerPoint, etc.) were:**

- |             |                         |                         |                         |                         |                         |
|-------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Quality: | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
|-------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|

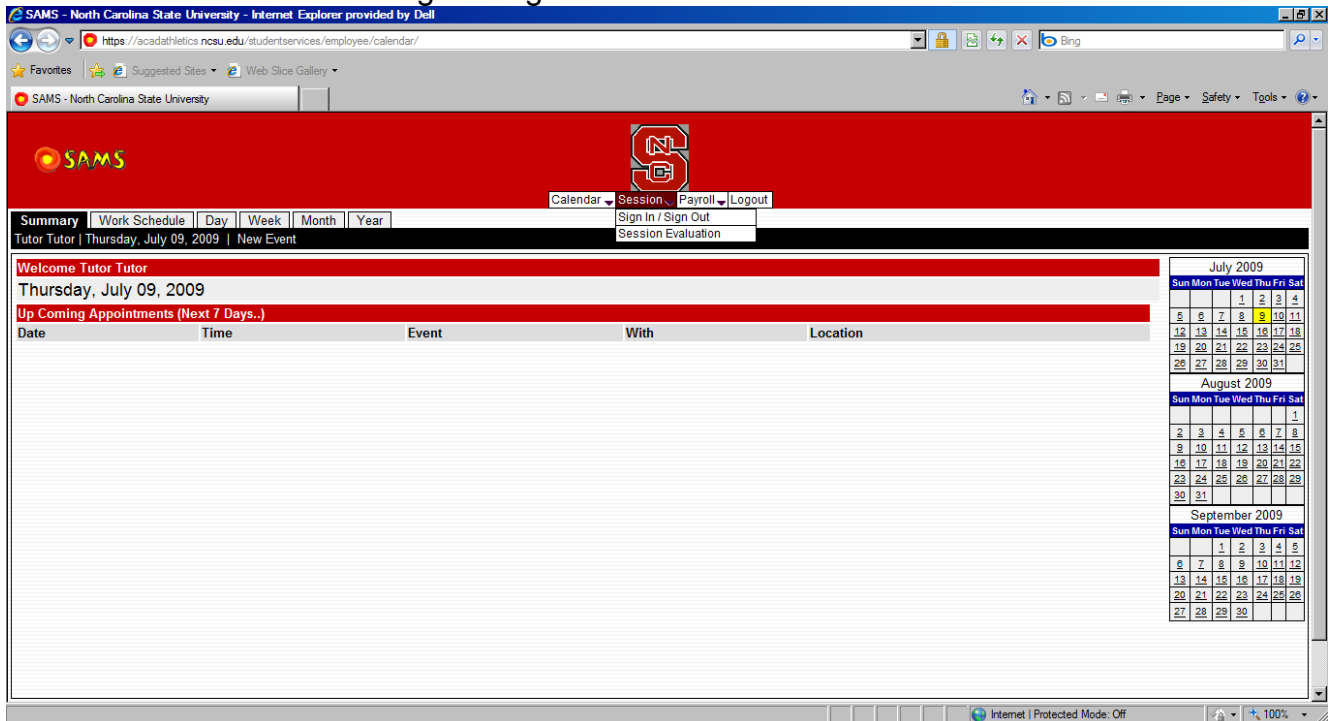


# SAMS TUTORIAL

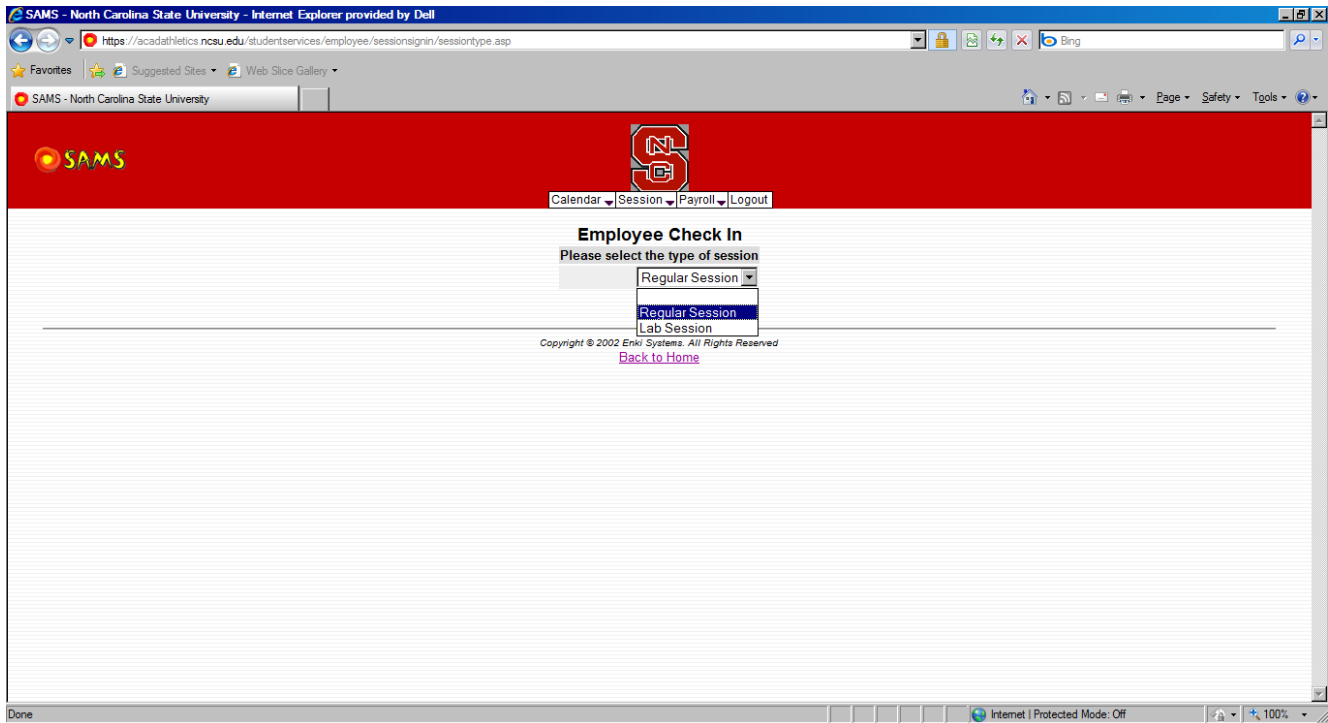
Log into: <https://acadathletics.ncsu.edu/>



Click on the tab "Session" Sign In/Sign Out

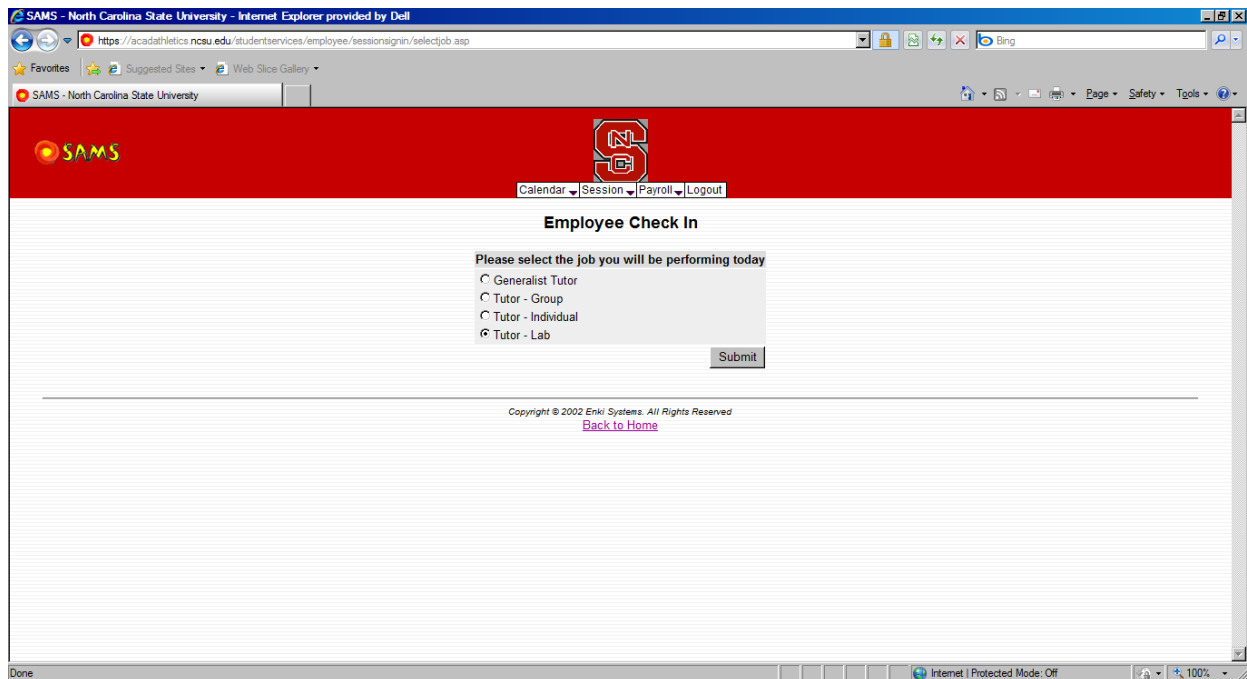


Choose "Regular Session" from the drop down menu.

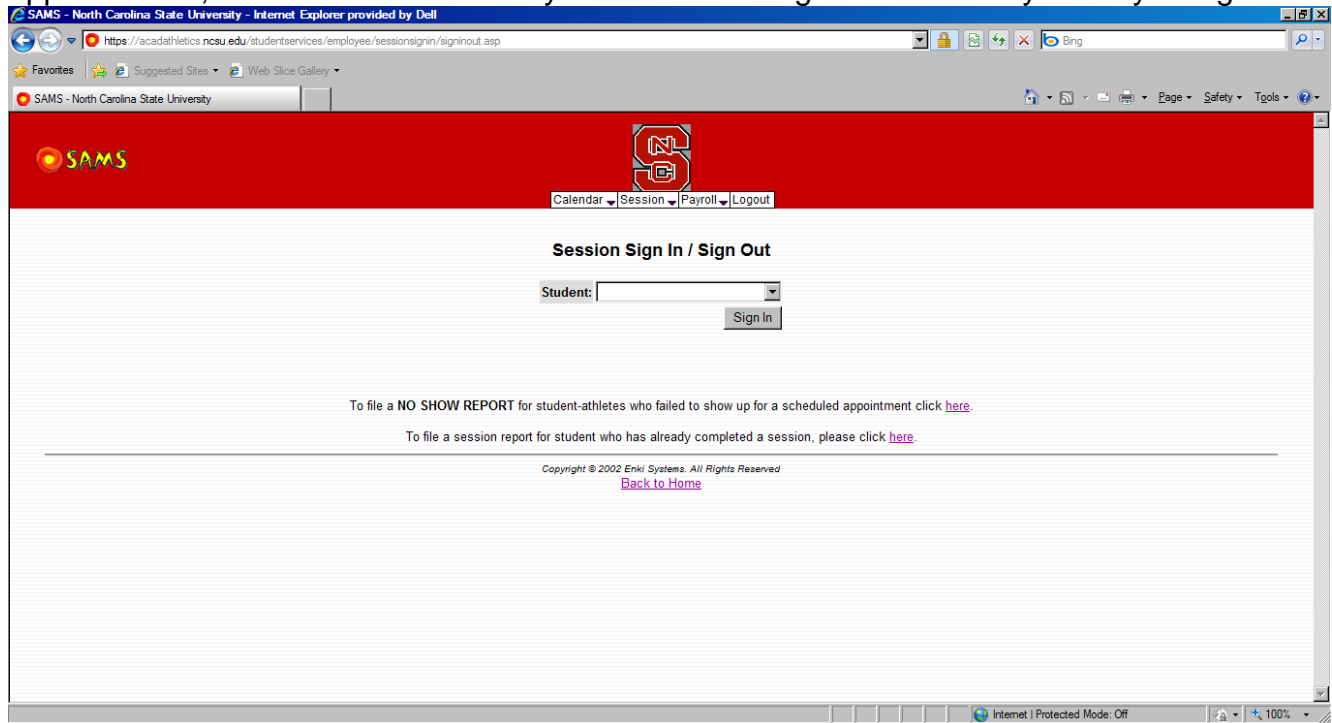


Select 'Tutor-Group' for group appointments, 'Tutor-Individual' for individual appointments, or 'Tutor-Lab' for drop-in appointments, then press submit button.

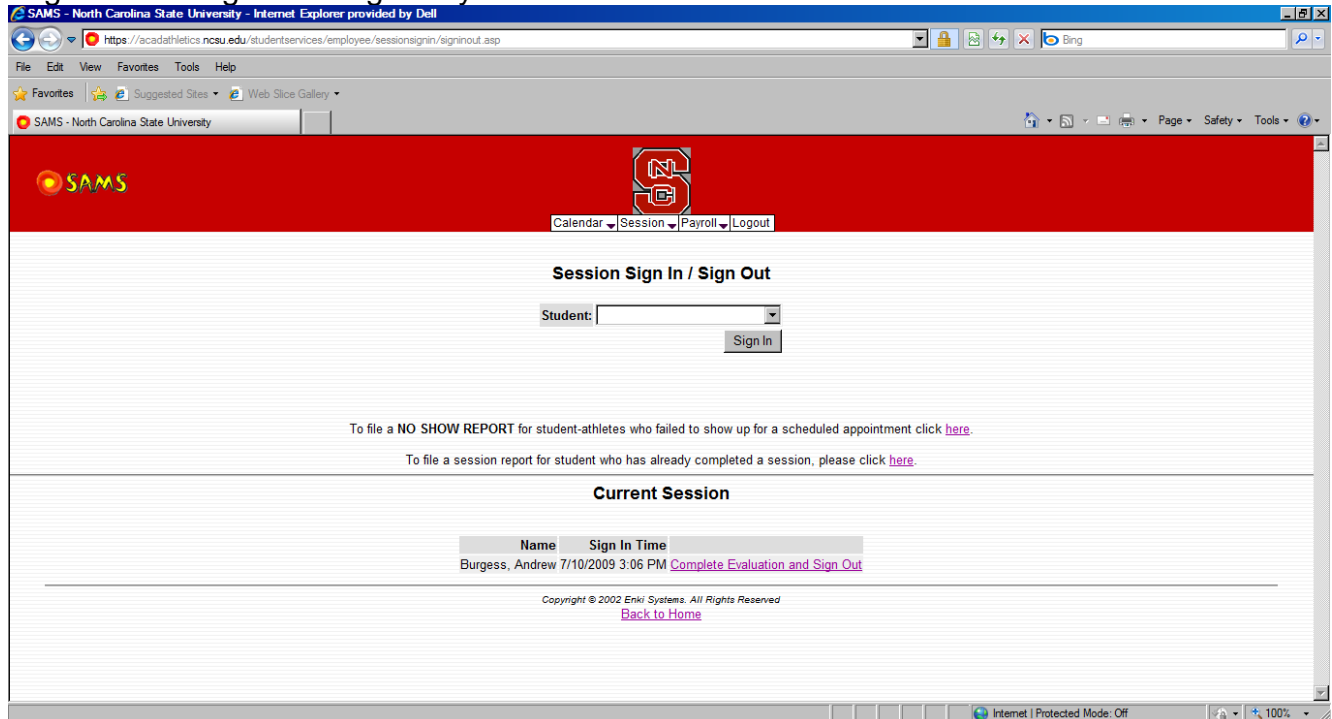
### DO NOT choose the 'Generalist Tutor' option



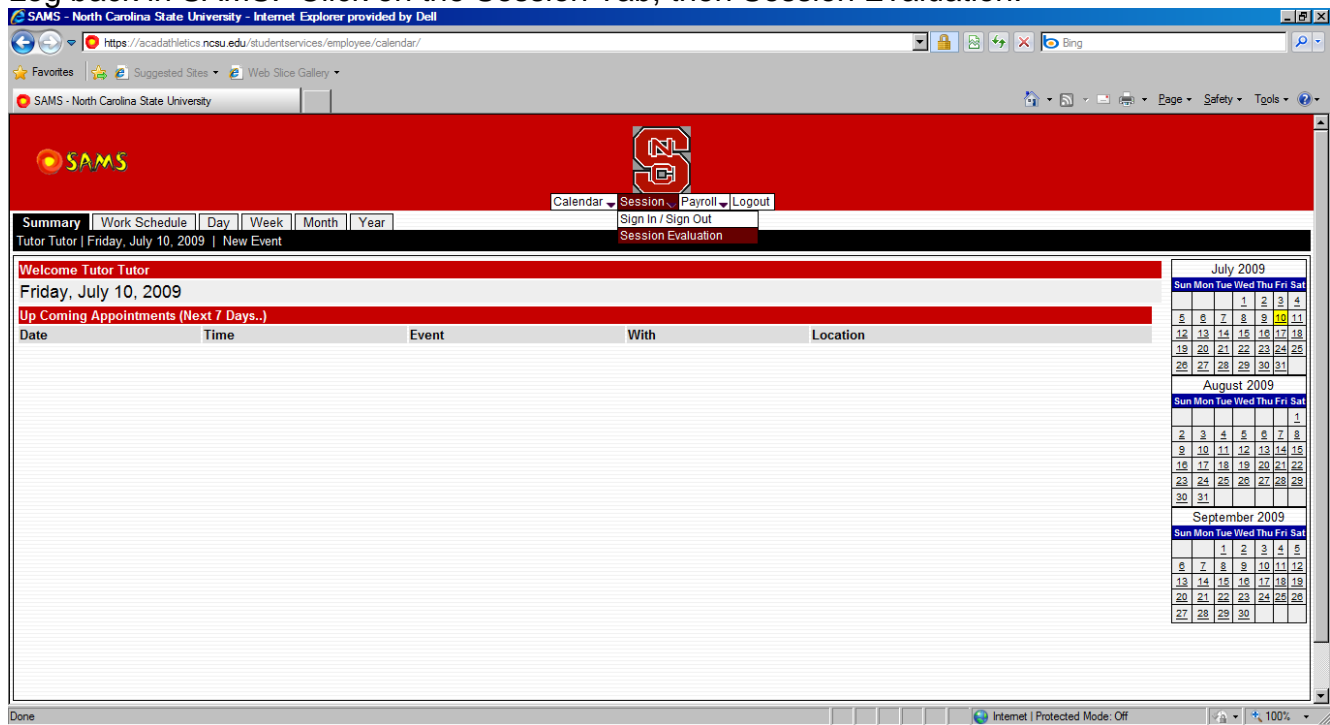
Select a student from the drop down menu and click on 'Sign In' button. If multiple appointments, select all students that you will be working with for the day when you sign in.



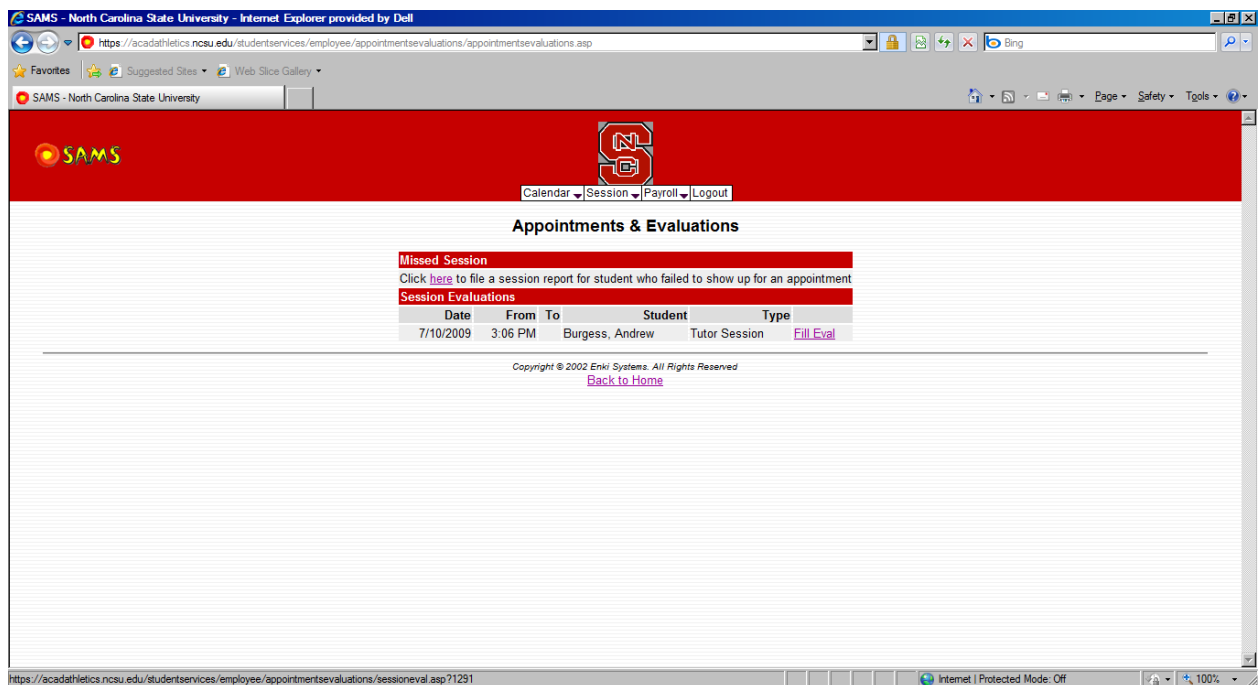
Log out and begin working with your students



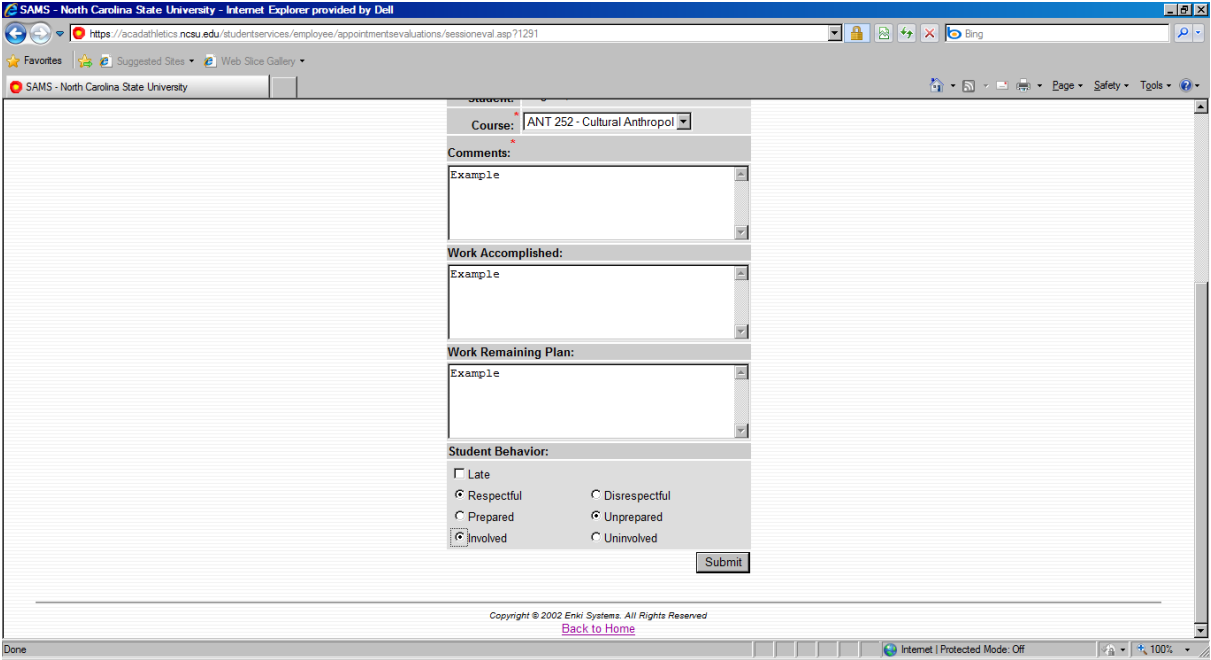
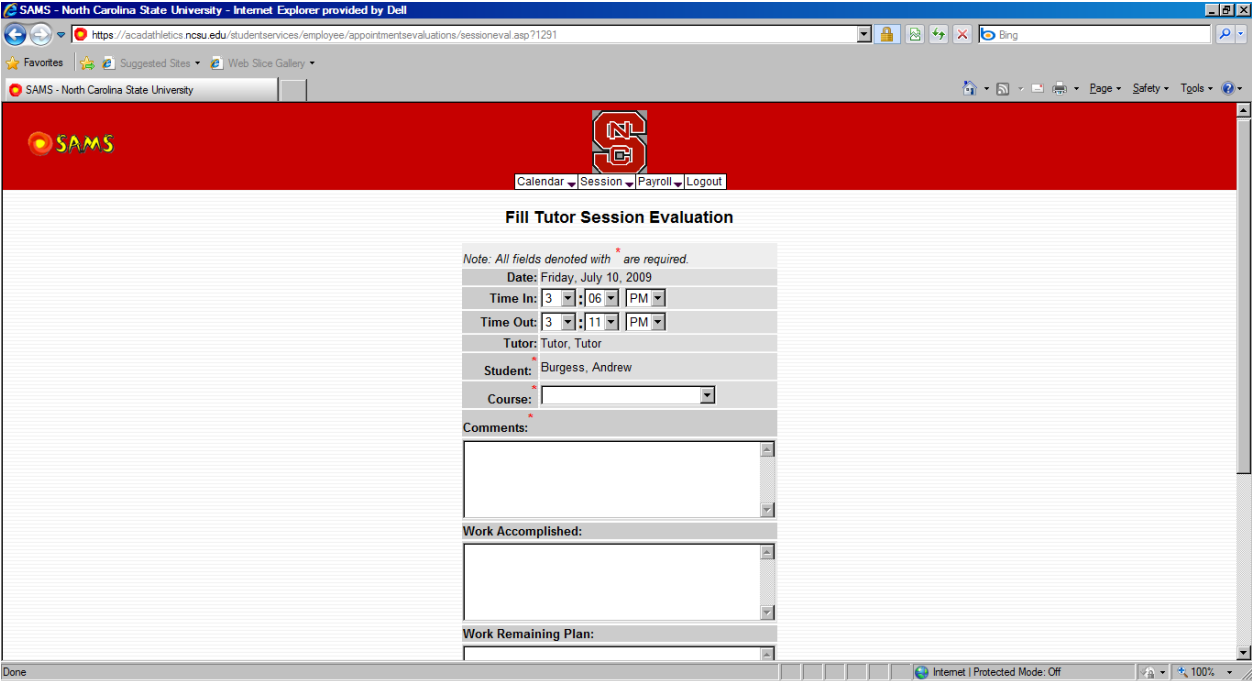
Log back in SAMS. Click on the Session Tab, then Session Evaluation.



Click on 'Fill Eval' beside the appropriate student's name. Complete all evaluations following the end of your work day.

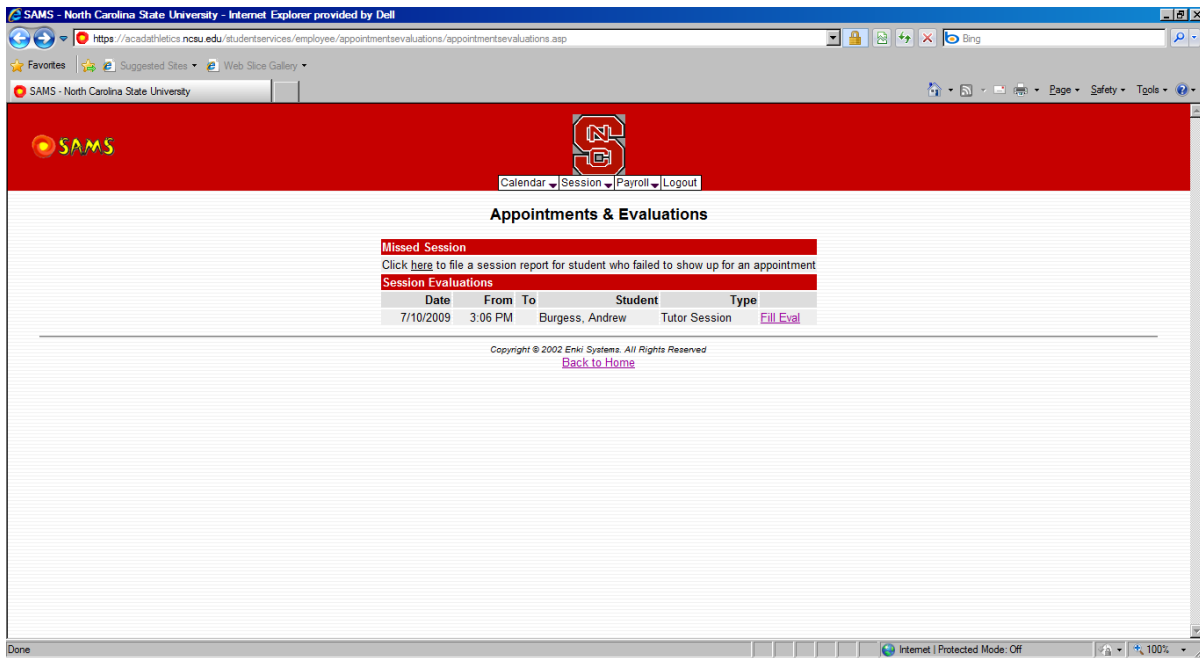


Select appropriate date, time, session type, student, course, and necessary comments. Be sure to check the appropriate 'Student Behavior' options at the bottom of the report. Then, press the submit button.

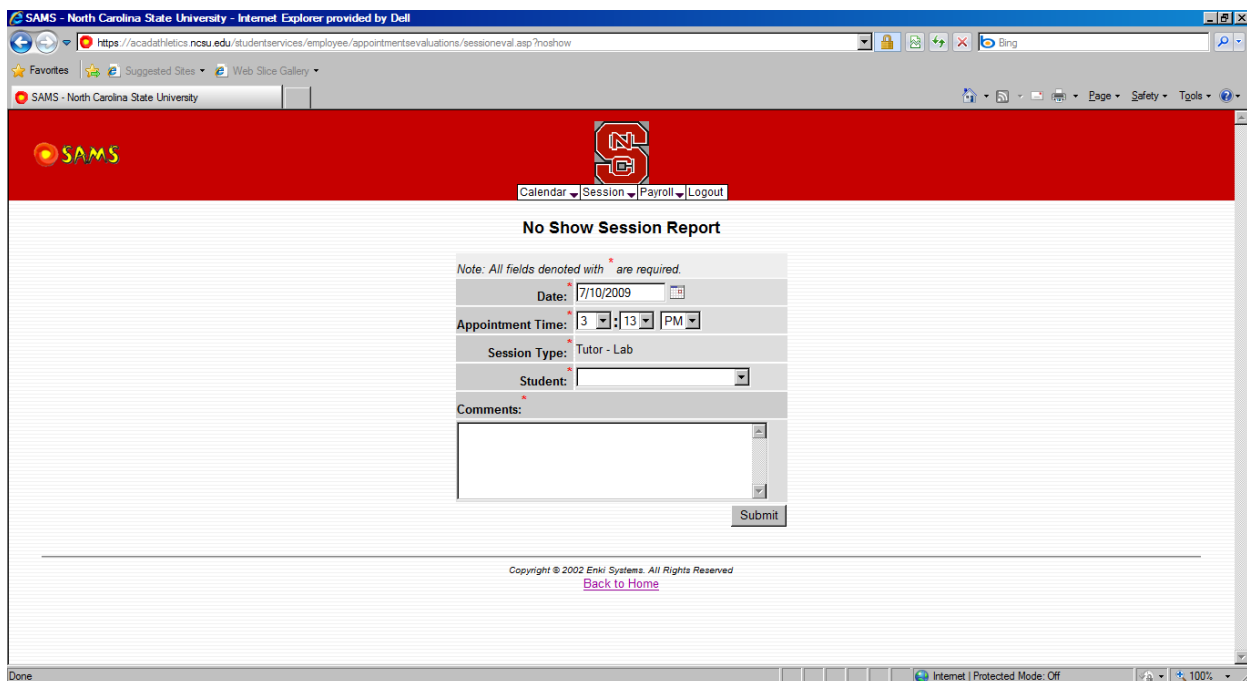


## How to complete No Show Session Report, if applicable

Click the 'here' link under Missed Session to file a session report for a student who failed to show up for an appointment.



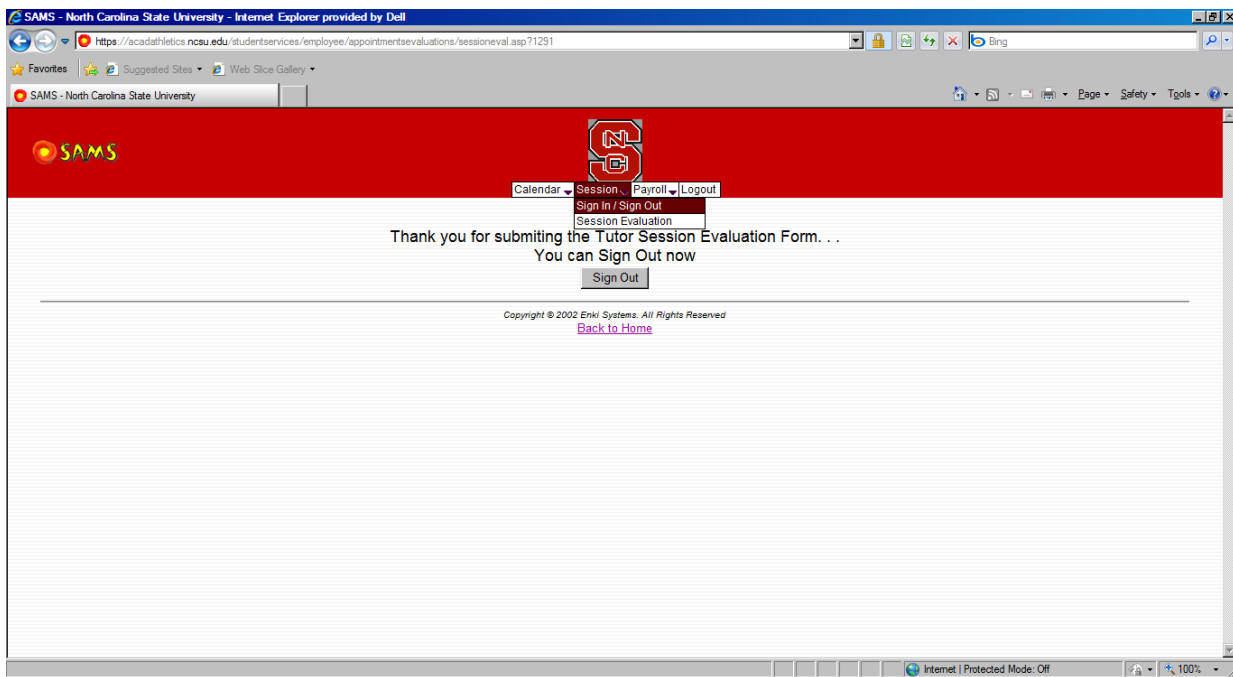
Select appropriate date, time, session type, student, course, and any necessary comments. Then, press the submit button.



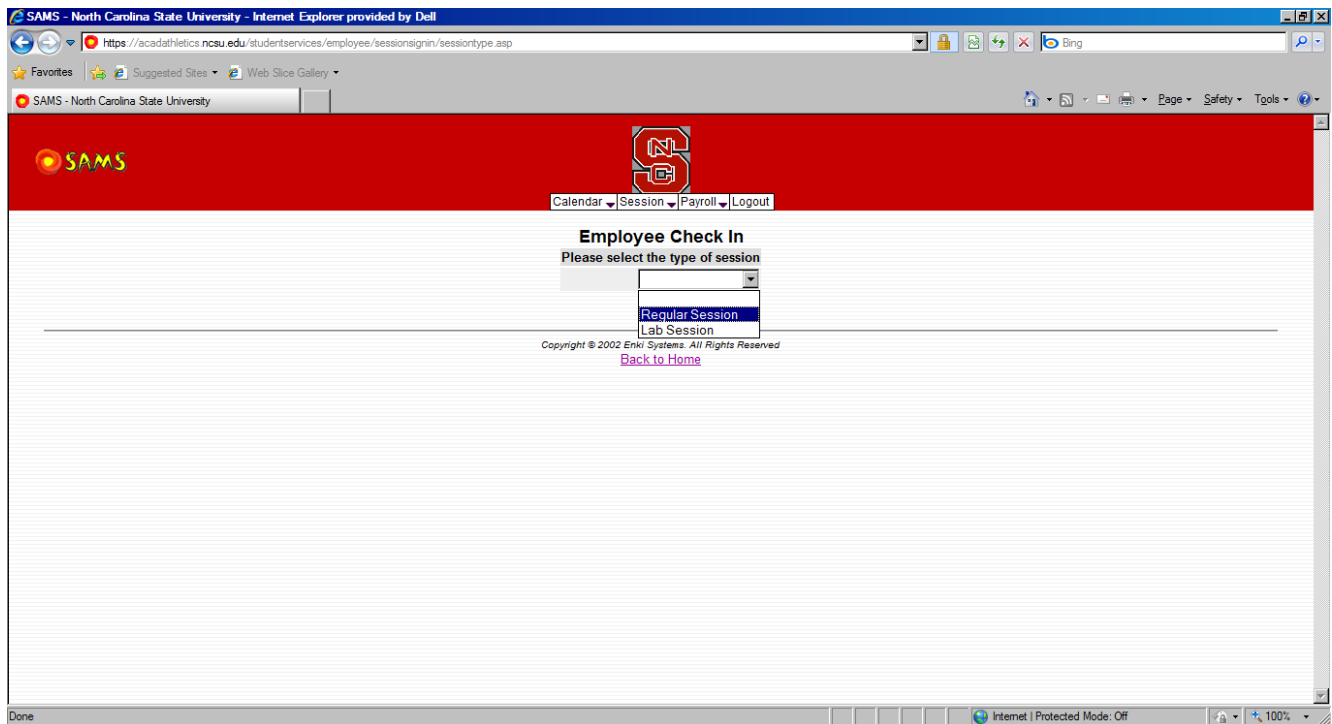
If you have more session reports to complete, repeat Step 7 until no more reports to complete.  
**DO NOT hit the Sign Out button.**

When you are finished:

Click on the Session Tab, then Sign In/Sign Out.

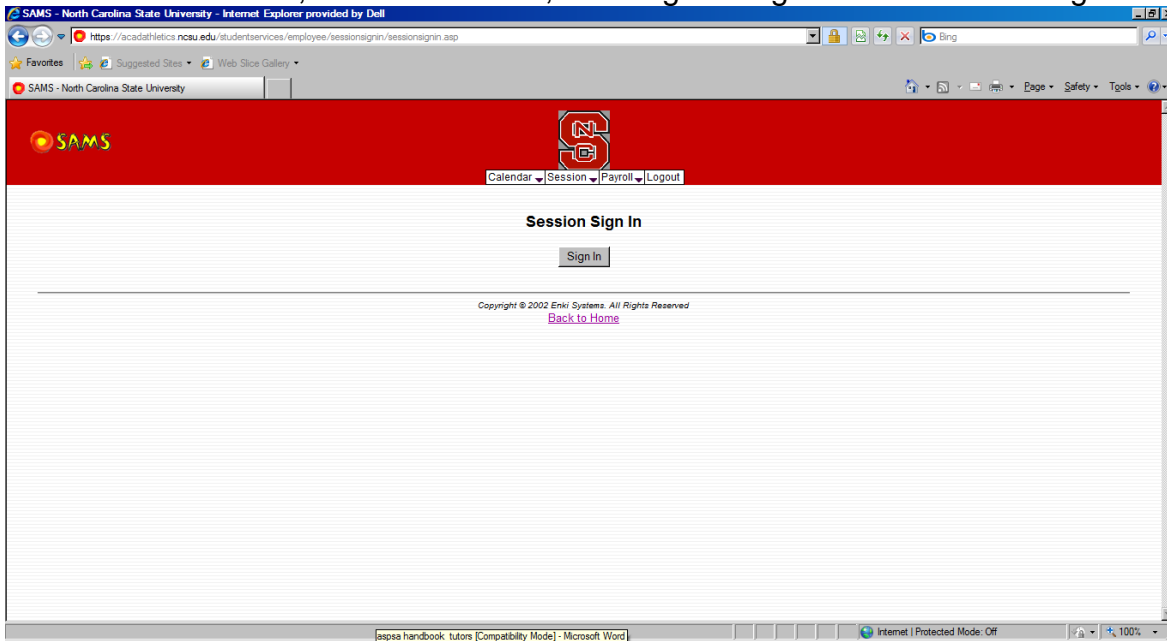


Choose Regular Session.

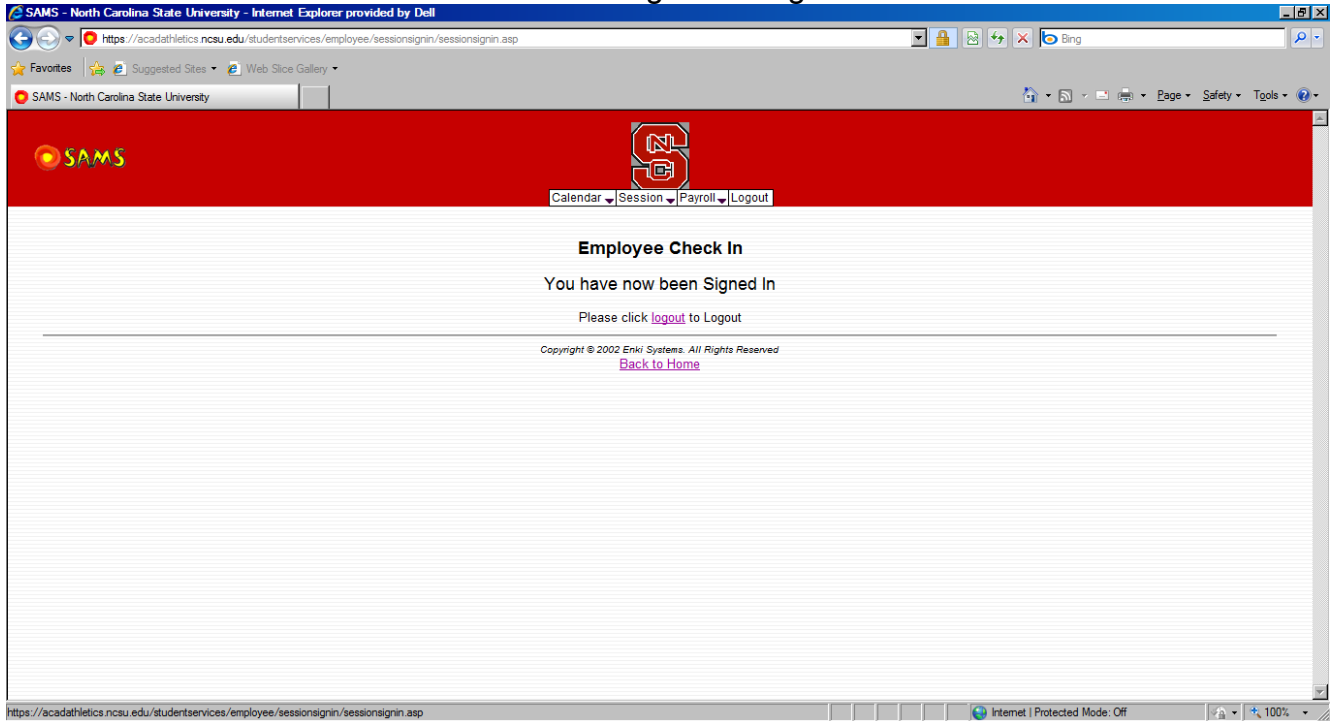


You will be prompted back to the Session Sign In/ Sign Out screen. If you need to add any additional students you can add a student and repeat step 7.

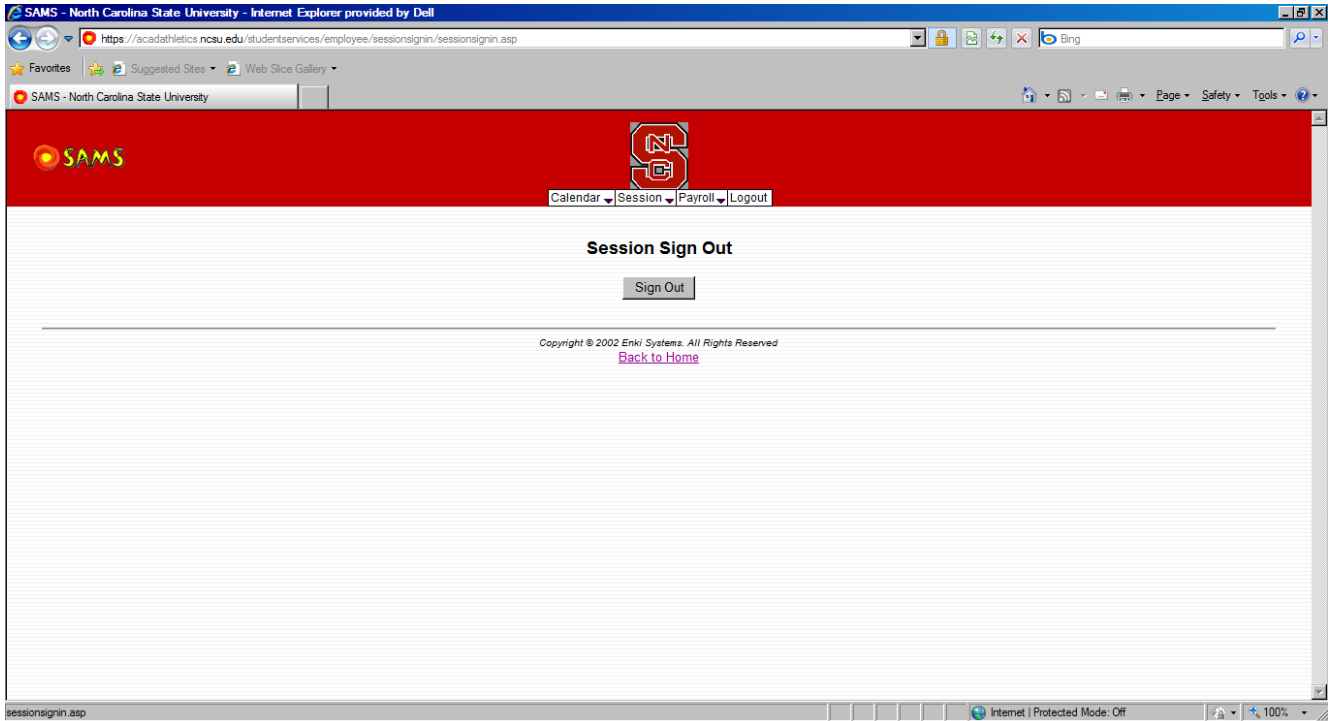
If no other students to add, click on Session, then Sign In/Sign Out. Press the sign in button.



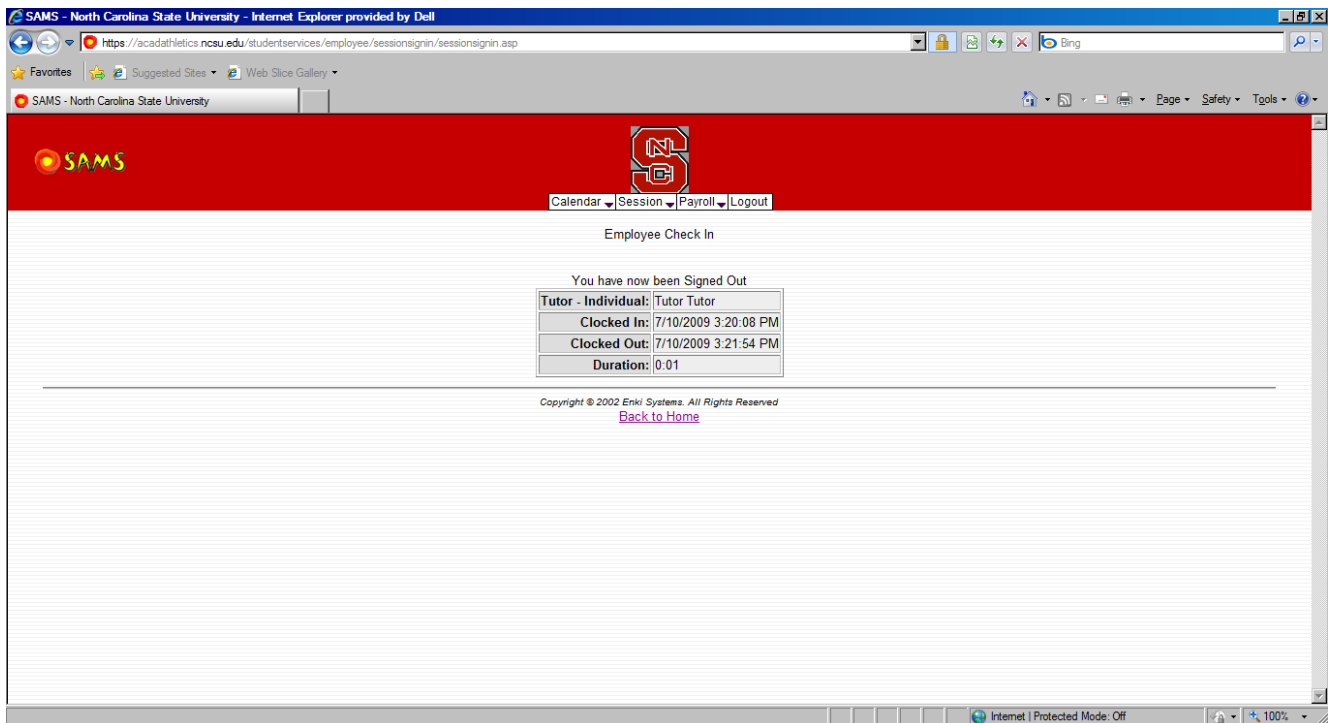
Then click "logout" to log out.



Press Sign out



Time card appears. Verify your time and if you have issues with your time sheet, contact aspsatutor.



## Approving your timesheets

After you log into SAMS, go to the “Payroll” tab and choose “Approve Timesheet Employee.”

The screenshot shows the SAMS North Carolina State University website. The browser address bar displays <https://acadathletics.ncsu.edu/student-services/employee/calendar/default.asp>. The page features a red header with the SAMS logo and the NC State logo. A navigation menu includes 'Calendar', 'Session', 'Payroll', and 'Logout'. The 'Payroll' menu is expanded, showing options: 'Approve Timesheet Employee', 'Modify Work Schedule Employee', 'Modify Contact Info Employee', and 'Tutor Class Employee'. Below the menu, there are tabs for 'Summary', 'Work Schedule', 'Day', 'Week', 'Month', and 'Year'. The 'Summary' tab is active, displaying 'Welcome Tutor Tutor' and 'Friday, July 10, 2009'. A section titled 'Up Coming Appointments (Next 7 Days..)' contains a table with columns for Date, Time, Event, With, and Location. On the right side, there are three calendar views for July 2009, August 2009, and September 2009.

Choose the current pay period and then press “View Time Sheet.”


The screenshot shows the SAMS North Carolina State University website at the 'Approve Time Sheet' page. The browser address bar displays <https://acadathletics.ncsu.edu/student-services/employee/modify/tutorprofile/approvetimesheet.asp>. The page features a red header with the SAMS logo and the NC State logo. A navigation menu includes 'Calendar', 'Session', 'Payroll', and 'Logout'. The main content area is titled 'Approve Time Sheet' and contains a red box with the text 'Please select the pay period'. Below this, there is a 'Pay Period' dropdown menu showing '06/27/09 to 07/10/09'. A 'View Time Sheet' button is located below the dropdown. At the bottom of the page, there is a copyright notice: 'Copyright © 2002 Enki Systems. All Rights Reserved' and a 'Back to Home' link.

Carefully review your timesheet. If there are any discrepancies, please contact aspsatutor as soon as possible, and BEFORE you approve your timesheet.  
 If everything is correct, click on "I certify that this time sheet is correct."

SAMS - North Carolina State University - Internet Explorer provided by Dell

https://acadathletics.ncsu.edu/studentervices/employee/modifytutorprofile/timesheet.asp

SAMS - North Carolina State University



**Biweekly Paysheet**  
Please complete all sections in black ink.

North Carolina State University

<b>Social Security Number</b> 000000022		<b>Pay period</b> 6/27/2009 to 7/10/2009	
<b>Employee Name</b> Tutor Tutor		<b>Department</b> Center for Athletic Academic Services	
<b>Department Number</b> 30090	<b>Fund</b> 90000	<b>Account</b>	<b>Project</b>

<b>Job Type: Tutor - Individual</b>			<b>Pay Rate: \$10.00</b>	
<b>Date</b>	<b>Check In</b>	<b>Check Out</b>	<b>Duration</b>	<b>Student Athlete</b>
Friday, July 10, 2009	3:06 PM	3:18 PM	0:11	Burgess, Andrew
Friday, July 10, 2009	3:20 PM	3:21 PM	0:01	
<b>Total Hours Worked For This Pay period:</b>			0:12	<b>Amount: \$2.00</b>

**Authorizations**

<i>I certify the hours I have reported on this record are correct.</i>		<i>I certify this person's work was satisfactory. In accordance with federal law, this employee/student is being paid for hours worked in the current Pay period.</i>	
<b>Employee/Student Signature</b>	<b>Date</b>	<b>Supervisor Signature</b>	<b>Date</b>
	7/10/2009		

I Certify that this time sheet is correct

If this timesheet is incorrect, please call or [email](#) the Athletic Academic Services.

Done Internet | Protected Mode: Off 100%

## **Pay Rate**

- Tutor pay rate is based upon education level, tutoring/teaching experience and CRLA certification level
- Tutors receive a \$.50 pay raise when they reach a level of CRLA certification.
- Slight adjustments with initial rate can be made at discretion of the Assistant Director of the Academic Skills Enhancement Program, usually for tutors with extensive tutoring/teaching experience.
- Pay cap is \$15 per hour.
- Tutors will not be paid for prep work.

## **Payroll Approval Deadlines**

- All timesheets are tracked through SAMS. Tutors sign in/out through this online system. Any timesheet adjustments can be made by the intern or Assistant Director of the Academic Skills Enhancement Program as necessary (for example, adding workshop times, fixing timesheets for tutors that forgot to sign in or out, etc.).
- Payroll is approved biweekly.
  - Pay periods run from a Saturday to Friday.
  - The current payroll schedule can be found online at the HR Payroll website at <http://www7.acs.ncsu.edu/hr/index/>
    - Select 'P' and scroll down to 'Pay schedule, biweekly.'

## **Direct Deposit**

- The University requires ALL employees to use direct deposit for payroll.
- If a tutor works for another department on campus, s/he will only receive one check with the combined amounts from the departments.
- An enrollment form for direct deposit is included in the new employee hiring packet. Additional forms can be found online at <http://www7.acs.ncsu.edu/hr/forms/payroll/directde.doc>
- It takes at least one payroll cycle for direct deposit to activate. Tutors will be paid with a regular check stub for that pay period.
- If a tutor does not enroll in direct deposit, the University Payroll office will hold his/her check until the tutor goes to the Payroll office to complete a direct deposit enrollment form.
- Tutors can access their pay stub through "Employee Services" in My Pack Portal. The University no longer prints check stubs.

## **ASPSA Tutor Starting Pay Scale**

Undergraduate Students.....	\$8.00 / hr
Undergraduate Students w/ tutoring experience...	\$8.50 / hr
Undergraduate degree.....	\$9.00 / hr
Master's degree Students.....	\$10.00 / hr
Master's degree.....	\$11.00 / hr
PhD students.....	\$11.50 / hr
Completed PhD.....	\$12.00 / hr

## **A pay increase may be given for tutors with previous teaching and/or tutoring experience \$.50 / hr increase given upon completion of the following:**

- 10 hours of training at Level 1, 25 hours of tutoring
- 20 hours of training (10 at Level 2), 50 hours of tutoring
- 30 hours of training (10 at Level 3), 75 hours of tutoring

## **Textbook Library**

### Location

- The book 'library' is located in Case 225
- Books are arranged alphabetically by subject, and then by author's last name within subject

### Book Checkout Procedure

- Tutors can check out books either for a few days up to the whole semester
  - To check out a book, the tutor will fill out the Textbook Request Form and submit to the Intern. When the book is given to the tutor, the tutor will sign the Tutor Request Form.
    - Forms for checked out books are filed alphabetically by tutor's last name and keep in a binder in the Intern's office.
  - When books are returned, the ASPSA staff person that collects the books will sign off on and date on the Tutor Request Form that the books were returned.

## **Tutor of the Month**

- Each month we have an Individual (Case) and Team tutor of the month
- These tutors are announced in the Tutor Times
  - Included in the announcement is a picture of the tutor, a quote from a student they work with and a brief bio typically provided by the tutor
  - The winners know ahead of time that they will be in the newsletter and are emailed and asked to provide us with picture and bio
- Selected by getting feedback from interns, AC's and recommendations from students