

Florida State University
Athletic Academic Support Services

Tutorial Handbook



2009~2010

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ATHLETIC ACADEMIC SUPPORT STAFF

| NAME | POSITION |
|--------------------------|--|
| Bill Shults | Director of Athletic Academic Support |
| Vicki Cupp | Office Manager |
| Jennifer Santiago | Associate Director Academic Advisor Men's Golf Men's Cross Country Men's Track and Field |
| Kylie Amato | Assistant Director Academic Advisor Baseball Women's Basketball Women's Tennis |
| Rachel Fineberg | Assistant Director/Learning Specialist Academic Advisor Football |
| Jacki Lienesch | Assistant Director Academic Advisor Football Softball |
| David Abdol | Academic Advisor Men's Tennis Football |
| Marlon Dechausay | Academic Advisor Men's Basketball Women's Golf Volleyball |
| Andrea Einspahr | Learning Specialist Mentoring Coordinator |
| Lamont Green | Academic Advisor Football |
| Jen Kentera | Tutorial Coordinator Academic Advisor Women's Cross Country Women's Track & Field |
| Samantha Sweeney | Academic Advisor Soccer Men's & Women's Swimming & Diving |

LOCATION AND HOURS OF OPERATION

Address:

University Center D – Moore Athletic Center (2nd Floor)
P.O. Box 2195
Tallahassee, Florida 32316

Phone:

(850) 644 – 9201

Fax:

(850) 644 - 2188

Fall and Spring Semester Hours of Operation (subject to change)

Monday – Thursday:

8:00 am – 10:00 pm

Friday:

8:00 am – 5:00 pm

Sunday:

5:00 pm – 9:00 pm

Summer Hours of Operation

Monday – Friday:

8:00 am – 5:00 pm

*******Hours may be altered or extended during final examination week*******

Welcome



July 30, 2009


Dear Tutor,

Congratulations on being a part of the Athletic Academic Support Services program at Florida State University and we appreciate that you want to lend a hand. On behalf of our staff, it is a pleasure for me to welcome you to the AASS team. Our goal is to provide a quality experience for all student-athletes and to assist them with appropriate support in their academic pursuits.

It is imperative that you clearly understand your role as a tutor and work within the rules and regulations of the NCAA, ACC and University. We will educate you in these policies and procedures, and it is mandatory that you understand and follow these directives. If you have any questions, you may contact me or the Compliance Office located on the third floor of the Moore Athletic Center.

As you begin tutorial work with our student-athletes, please feel free to contact members of the advising staff for any assistance or support you may need. I sincerely hope that your experience as a tutor will be rewarding while providing a valuable service to our student-athletes. I look forward to working with you.

Sincerely,



Bill Shults
Director
Athletic Academic Support Services

ATHLETIC ACADEMIC SUPPORT MISSION STATEMENT

The Florida State University Athletic Academic Support Program seeks to be recognized as a leader among intercollegiate athletic academic support units. Our focus is to provide a comprehensive support program integrated with the total University that will assist all student-athletes with the transition into college and provide continued support in all phases of academic and professional development culminating with graduation, job placement, or graduate school.

Our staff emphasizes an environment of cultural diversity, academic integrity and institutional loyalty. In keeping with the overall philosophy of the Florida State University Athletic Department, the decisions and priorities of the Athletic Academic Support Program will always focus on our student-athletes first, as individuals; second, as students; and third, as athletes.

EDUCATIONAL SERVICES MISSION STATEMENT

The Athletic Academic Support Program coordinates many approaches to enhancing an academic atmosphere, including monitored study hall sessions. Here, student-athletes come to realize their best possible academic potential. Academic counseling and assistance stress self-determination and active self-responsibility. The student-athletes learn supporting skills such as time management, study skills, and test-taking strategies that enable them to achieve results through their own initiative. The support team of academic advisors, learning specialists, academic mentors, and subject tutors assure that the student-athletes may reach their full potentials as athletes, students, and responsible adult citizens.

PROGRAM DESCRIPTION

The program design assists student-athletes with not only academic, but emotional support as well. Intervention begins with their first year, a critical transition period, and runs through their final term as students at Florida State University. The program's proactive, rather than reactive approach promotes success by building comprehensive academic profiles to assess needs before problems arise. Early on, each student's academic strengths and weaknesses are identified and appropriate educational services provided. This support comes from the entire Athletic Academic staff and includes program administrators, support staff, academic mentors, and tutors. Services are provided in a one on one setting, group sessions and focused study halls.

GOALS FOR ACADEMIC SUPPORT STAFF

- To facilitate the student-athletes' successful completion of their chosen degree.
- To encourage and facilitate student-athletes' career and personal development.
- To maintain the academic integrity of the University.
- To comply with the rules and regulations of the University, the Atlantic Coast Conference, and the National Collegiate Athletic Association.
- To assist student-athletes in maintaining eligibility throughout their tenure at the University.

Each member of the team has a distinct role of service to the student-athlete. Because the team roles will overlap in service and teamwork, team sharing of information is essential.

Tutoring



Subject Tutors

The tutors' role is to promote and enhance student-athletes' academic skills. Tutors assist student-athletes in specific course work and stress the student-athletes' responsibilities for success in their courses.

Tutoring Services Include:

- Individual Tutoring
- English Lab Tutoring
- Group Tutoring

Our Staff Monitors:

- All tutorial appointments
- Academic grade progress
- Students who require special academic assistance
- Attendance for both voluntary and mandated study hall

GENERAL INFORMATION

PROFESSIONAL BEHAVIOR

Harassment and other discriminatory conduct is the intentional conduct, either verbal or physical, that explicitly demeans the race, gender, religion, color, creed, disability, sexual orientation or national origin and creates an intimidating, hostile or demeaning environment for education.

Tutors must always maintain a professional demeanor. Tutors will not become involved with, nor sexually harass any student-athlete or co-worker. Dress worn in the Athletic Facility should be professional with no suggestive clothing, such as: excessively low necklines, worn-out jeans, cut-offs, or midriff \ spaghetti strap tops. Personal biases should be put aside and each student-athlete considered for his or her own merits.

ACADEMIC MISCONDUCT AND NCAA BYLAWS

Academic misconduct strikes at the heart of the university's mission. It can also result in loss of the student athlete's eligibility, vacation of team wins, negation of championships, and probation for the institution. Another critical effect is that the perception of the integrity of an athletics department may be harmed, resulting in long-term damage to the department and its relationship to the greater university community.

A tutor involved in student-athlete academic misconduct is subject to investigation by the NCAA enforcement staff and hearing before the Committee on Infractions in addition to a university's disciplinary process.

Forms of academic misconduct can include obtaining academic credit when no work was done, taking an examination for someone else, obtaining examination questions illicitly in advance of an examination and/or being provided the answers, submitting the work of another for academic credit and plagiarism.

Rules for Tutors:

- Never do the student's work for him or her. You are a coach, not a player. It is immensely rewarding to see a student grow in skills and understanding and to have had a hand in that growth. But a tutor must be crystal clear about his or her role. It is to guide the student-athlete to achieve competence, not to do his or her academic work.
- Remember that a student-athlete is responsible for his or her academic success or failure, not the tutor. If a student-athlete procrastinates to the very last minute, that is his or her responsibility.
- Keep a professional distance from those you tutor and other student-athletes as well. This means no socializing; no giving or receiving gifts; no meeting outside the area designated for tutorial services. Personal relationships between a tutor and a student-athlete he or she is not tutoring are also problematic. This relationship almost inevitably will involve socializing with other student-athletes and doing so outside those functions sponsored and attended by athletics staff.
- Conduct tutorial activities in the area designated for them.
- Never enter a testing area when student-athletes are taking examinations.
- Do not develop the substantive content of a required paper, report, or other academic assignment for a student-athlete.
- Never make contact with or speak to a coach with regard to the work or academic progress of a student-athlete. [Any such contact should be between the student-athlete's academic counselor and coach, as this insulates the tutor from the pressure that a coach may exert.]
- Never intercede with a faculty member on behalf of a student-athlete.
- Recognize that there are high-pressure moments for academic performance--midterms, paper deadlines, and finals--as well as for athletics performance--big games, championships. At these moments student-athletes confront heavy time demands as well as the pressure to succeed; in turn, these may be the moments when they are most tempted to cheat, and to attempt to involve tutors in that cheating.
- Report immediately any request by a student-athlete that the tutor disregard the rules or that the tutor help cheat, including requests to write a paper, to help with examination responses, to talk to a coach or an instructor; or to meet outside the authorized tutoring area. If a tutor has a doubt, he or she should report.

Heed your instincts, report suspicious behavior, and, when in doubt, ask before acting.

As a member of the Athletic Academic Support Program all tutors are expected to **comply with all NCAA bylaws**. It is imperative that the following bylaws are understood and complied with by all academic support staff.

- Bylaw 2.5, **The Principle of Sound Academic Standards**
- Bylaw 6.01.1, **Institutional Control**-The control and responsibility for the conduct of intercollegiate athletics shall be exercised by the institution itself and by the conference, if any, of which it is a member.
- Bylaw 10.1, **Unethical Conduct**
 - Forms of academic misconduct include obtaining academic credit when no work was done, taking an examination for someone else, and obtaining examination questions illicitly in advance of an examination and/or being provided the answers. It can be submitting the work of another for academic credit. It can be plagiarism.
- Bylaw 10.3, **Sports Wagering Activities**
- Bylaw 11.1.2, **Responsibility for Violations of NCAA Regulations**
 - A tutor involved in student-athlete academic misconduct is subject to investigation by the NCAA enforcement staff and hearing before the Committee on Infractions in addition to a university's disciplinary process.
- Bylaw 16.01.1, **Eligibility Effect of Violation**
- Bylaw 16.02.3, **Extra Benefit**-An extra benefit is any special arrangement by an institutional employee or a representative of the institution's athletics interests to provide a student-athlete. Receipt of a benefit by student-athletes or their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to the institution's students or their relatives or friends or to a particular segment of the student body determined on a basis unrelated to athletics ability.
- **Some examples of an extra benefit include** a) Typing papers for student-athletes b) Writing papers for student-athletes c) Giving student-athletes papers/pens/Materials to take home d) Making copies of notes at your own expense e) **Giving rides to student-athletes) Lending your car to student-athletes**

A WORD OF CAUTION: Subject tutors must walk a fine line with student relationships. The Athletic Academic Support staff strongly discourages any relationship that could be defined as buddies, groupies, or fans of any one particular athlete or group of athletes. The ONLY acceptable relationship is on an academic level. Failure to observe professional behavior will result in immediate dismissal from services to the department.

University Rules and Policies

As employees of Florida State University, tutors are not only bound by NCAA Rules and Regulations but also by the regulations of the university at large.

Florida State University Academic Honesty Policy: The academic honor system of FSU assumes that each student has the responsibility to: (1) uphold the highest standards of academic integrity in your own work, (2) refuse to tolerate violations of academic integrity in the University community, and (3) foster a high sense of integrity and social responsibility on the part of the university community.

Plagiarism: Plagiarism can range in scope from accidentally forgetting to place quotation marks around a borrowed sentence, to careless paraphrasing, to deliberately trying to pass off someone else's paper as your own. Plagiarism is always a serious violation of The Florida State University Academic Honor Code. As a university student you have many educational opportunities and obligations. Plagiarism should never be an option. When you plagiarize, you deny yourself the opportunity to express your own ideas in an academic forum and exhibit your own learning. You are also failing in your obligations to be an active member of an educational community.

Training and Workshops

Every semester we will hold mandatory orientation and training workshops. Continuing education is an important part of this job as it provides an opportunity to learn and become more successful in working with student-athletes. These sessions and activities are a mandatory component of being employed as a tutor with Athletic Academic Support Services. Failure to attend and complete these sessions and activities could result in dismissal. Successful attendance and completion of required activities will be compensated.

Typically, we will offer multiple different dates and times to give you flexibility with your busy schedules. These dates will be given out as far in advance as possible. In addition to orientation, there will be mandatory workshops throughout the semester. We will offer multiple workshops online, and in person at the Moore Center. Should you have conflicts with any of the required sessions, you are expected to contact the Tutorial Coordinator as soon as you are aware of them. You will be required to participate in designated make-up activities.

The workshops will be accompanied by activities and/or quizzes. The due dates for these activities will be assigned, and in the event that the activity or quiz has not been turned in on the date given, you will forfeit pay for that workshop.

REALITY AND STUDENT-ATHLETES

The University recognizes that student-athletes are much like the rest of the student population, except that athletes come to FSU with two equally challenging goals. They must focus the same amount of energy and commitment toward their sport as they do their schoolwork. These competing demands lead to exhaustion and time management problems.

Student-athletes are not necessarily poor students. Realistically, the competition for the student-athletes' time means they spend less time in class and less time preparing for class. In addition, they have almost no time for common rest and recreation or just relaxing with friends, cherished as part of the traditional college experience. Consequently, they may resist or resent any time they must spend in study halls or with tutors. Successful tutors have a good understanding of the realities and misconceptions that exist about student-athletes.

STUDENT ATHLETES AND TUTORS

STUDENT RESPONSIBILITY: The academic success or failure of the student athlete is their own responsibility and **not that of the tutor**. The tutor is not expected to “save” student-athletes, but rather to encourage them to learn and to facilitate that process. **Tutors should not encourage “dependent” relationships**. Tutors should assist student-athletes in understanding the learning process and putting into place effective study and learning practices.

THE TUTOR'S ROLE

ESTABLISH A COMFORTABLE ENVIRONMENT:

- Be open, caring, encouraging and supportive
- Be aware of outside interference with learning
- Respect and value each student-athlete as an individual
- Be courteous and cooperative with other peer employees

HELP STUDENTS BECOME INDEPENDENT LEARNERS:

- Encourage students to do their own thinking
- Probe their understanding of the matter in question
- Keep their course material well organized
- Suggest what more they can do
- **DO NOT** do their work for them

DETERMINE AND RESPOND TO THE STUDENTS NEEDS IN BOTH SUBJECT MATTER AND SKILLS:

- Attend to or be with the students you are helping
- Listen actively to explicit content
- Notice implicit content in body language and verbal clues
- Verify your perception through paraphrasing
- Clarify course requirements through syllabus
- Assist with study sheets and exam preparation
- Illustrate good textbook reading skills
- Offer learning alternatives
- Discuss academic career goals and motivation

TUTOR SESSION CYCLE

The following is a guide in leading a tutoring session. There are seven steps that should take place during each session with a student. Please keep in mind that each student is unique and sometimes adjustments to this guide are necessary to fit with the student's individual needs.

1. Greeting
2. Review last session and what the student would like to cover today
 - a. Have the student check their email
 - b. Have the student check their grades on Blackboard
 - c. Have the student check Blackboard announcements for any upcoming assignments
 - d. Update your binder paperwork to show any new information
3. Make a plan for current session with the student
 - a. Prior to the session, you should have an idea as to what the student needs to accomplish and what they have coming up
4. Work on concepts, problems or current assignments
5. Allow the student to summarize what took place during the session
6. Make a plan for the next session
 - a. Give the student something **specific** to work on before the next time you meet: a few problems, a reading assignment with page numbers, a writing assignment, etc. (Just telling the student to "review" is not helping them to be successful)
 - b. Remind student of any necessary materials that need to be brought to the session: calculator, paper, book, etc.
7. Closing

LOCATIONS

All tutorial sessions are conducted in the Athletic Academic Support offices on the 2nd floor, Moore Athletic Center (UCD) or in the Learning Center on the 9th floor of UCC.

In specific cases, a tutoring session may take place at an alternative site, i.e. Strozier Library, Dirac Science Library, etc. **The Tutorial Coordinator must approve alternative sites in advance.** Approval will **NOT** be given for tutoring at off-campus locations.

GROUP SESSIONS

A group session is defined as one in which two or more students are tutored at the same time. Tutors will be paid time and a half per hour for each group session. In order to be properly compensated for a group session, the audit sheet must be clearly marked as containing a group session and ALL students must sign next to the indicated session.

If a tutor is scheduled to hold a group session and only one student shows up, they will only be paid for one hour. In addition, if no students show up for a scheduled group session, the tutor will only be paid for the one hour for the no show.

REVIEW SESSIONS

Depending on enrollment in certain classes, some tutors may be asked to run a review session, usually before an exam. The Tutorial Coordinator will assign these as appropriate. Review sessions will take place in the Athletic Academic Support facility. Tutors will be paid time and a half per hour for each review session. In order to be properly compensated for a review session the audit sheet must be clearly marked as containing a review session and ALL students must sign next to the marked session.

NO SHOWS/CANCELLATIONS

Students who fail to report for scheduled tutoring sessions should be recorded as a no show on the audit sheet with a signature from their Academic Advisor, Tutorial Coordinator or designated staff member and reported in the session evaluation on SAMS. Tutors will be paid one hour for each no show. **However, tutors who fail to document the no show properly will not receive compensation for that session.**

Students must contact their Academic Advisor to cancel any sessions. Besides any last minute emergency or illness, students are expected to cancel any appointment with their Advisor at least 24 hours in advance. The Tutorial Coordinator will contact the specific tutor of the cancellation as soon as possible. If a student cancels without giving ample time to notify the tutor, the tutor will be paid regularly. **Students cannot ever cancel their sessions with a tutor directly.** If a student calls a tutor to cancel, the tutor must inform the student that they must contact their Advisor.

Throughout the semester teams will travel and be absent due to competition. Often times this travel will affect the tutoring schedule. Advisors will give all travel information to the Tutorial Coordinator as soon as possible. This information will be **emailed** out to the tutors weekly. Any updates or changes in these schedules will be emailed out to the tutors as soon as possible. It is the tutor's responsibility to check these emails and know when their students will not be present. No tutor will be paid for a session in which a student athlete was excused for competition or a previously scheduled team event. **Remember that SAMS schedules will never reflect single appointment cancellation.** If a tutor or student would like to re-schedule or add additional appointment, they must contact the Tutorial Coordinator.

Tutors are also expected to give at least 24 hours notice should they need to cancel the session. Should there be a last minute emergency or illness, the tutor must contact the Tutorial Coordinator as well as the affected students. All tutors are expected to get their student's contact information (cell phone and email). Any days that must be missed for planned events (conferences, specific class reasons...) should be given to the Tutorial Coordinator as far in advance as possible. In addition, the tutor should let the student know of this absence and plan their sessions accordingly, adding additional sessions if necessary.

TUTOR TRAVEL

Occasionally, various teams will request a tutor to travel with them while they are competing. The Tutorial Coordinator will contact the appropriate tutors to see if they are interested. Requests are subject based depending on the team's needs and the trip length. Any tutor who is contacted and wishes to travel is responsible for contacting their own professors in regards to what they will be missing. The Athletic Department will provide a University Sponsored Event Excuse form for the tutor; however it is the tutor's responsibility to complete all assignments and/or exams they will miss. The tutor will be compensated for all hours in which they are conducting tutorial sessions with the student athletes. This will vary depending on the team's needs and the duration of the trip. These hours must be recorded on the tutor's audit sheet and signed by the students worked with. The hours will be verified by a staff member of the traveling team. Tutors are still required to complete SAMS reports for all students that they work with throughout the duration of the trip. All travel expenses will be covered by the traveling team. **Tutors are still bound to all AASS policies and procedures and must act accordingly.**

COMMUNICATION

Tutorial Blackboard Site:

We have created a blackboard site for your convenience as a tutor. It contains all pertinent information about the program including documents, workshops, important dates and holidays, etc. You are able to view the site on your Blackboard page under Groups on the left-hand side of the page. As a tutor, you will belong to the Athletic Academic Support Tutorial Group on Blackboard.

The site contains staff information, important tutorial documents and information. You will be expected to check blackboard everyday to make sure you are up to date with all activities and announcements.

Throughout the semester, we will periodically have online workshops. They will be conducted on the Blackboard page and all information for the workshop (powerpoints, quizzes, activities, discussion boards) will be explained in detail. There will be designated time restrictions and each tutor will have to complete the workshop before the closing date.

If you have any questions about this site please see the Tutorial Coordinator. The Blackboard page will add a new dimension to our Tutorial Program and will aid in organization and communication.

Email: Each tutor must also have an email account. Please make sure the email account you provide to the Tutorial Coordinator is the primary email account you check regularly. This provides effective communication with staff and student-athletes. The majority of communication will be through email. As individual phone calls about changes that affect all tutors are not possible, tutors must check their email accounts **daily**.

Problems: Sometimes mismatches between tutors and student-athletes occur. Please let the Tutorial Coordinator know and adjustments will be made.

Behavior monitoring: Tutors must report all incidents requiring the attention of Athletic Academic Support Staff as soon as possible after the behavior occurs. BOTH negative and positive behaviors should be reported.

With the Tutorial Coordinator: The Tutorial Coordinator is the immediate supervisor for all tutors and serves as a liaison between tutors, Academic Advisors and student athletes. Any questions or concerns should be brought immediately to their attention.

With Academic Advisors: Academic Advisors must know the academic status of student-athlete at all times. Tutors, a critical link in this assessment, must maintain close written and oral communication with the Tutorial Coordinator and Academic Advisors. Tutors should be aware of and report the following information to the Tutorial Coordinator on a timely basis. This information should be kept up to date in their notebook and written in SAMS reports:

- Student's effort level
- Progress in each class and what is remaining
- Personal concerns

With other Tutors: Since several tutors may be working with the same student-athlete, they may find some benefit to themselves and the students to share ideas. They **must** clear this with the Tutorial Coordinator.

With the Assistant Director for Educational Services: The Assistant Director for Educational Services links the educational services for the student athlete to other University resources. Should you need additional assistance beyond the Tutorial Coordinator, you should speak with this individual.

With Faculty: Tutors can **NOT** communicate directly with faculty regarding student-athletes. It is the responsibility of the Athletic Academic Support staff to maintain communication with the faculty. Only if requested by the Tutorial Coordinator or Advisor should a Tutor attempt to communicate with a student-athlete's professor. Contacting a professor, without the permission of the Athletic Academic Support Staff can result in reprimand or termination.

Since many tutors also work as or with faculty on campus, it is important to establish that as a tutor, you are not allowed to speak with any person outside the AASS office about any student. Please refer all faculty to contact the student's Academic Advisor or the Tutorial Coordinator.

With Coaches: Tutors are **NOT** permitted to communicate directly with coaches or staff members of any team. If approached by such a person, please refer them to contact the student's Academic Advisor or the Tutorial Coordinator. Please report any incidents of being approached by such a person to the Tutorial Coordinator.

PRIVACY AND THE BUCKLEY AMENDMENT

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, is federal legislation that governs the privacy of student records. This law gives students certain rights.

The Buckley Amendment states that:

An institution is not permitted to disclose information regarding a student-athlete's:

- a. Results of NCAA or institutional drug tests;
- b. Academic transcripts from any institution including Florida State University;
- c. Pre-college test scores and information relating to eligibility of nonstandard testing;
- d. Records concerning financial aid;
- e. Records concerning campus or home addresses or phone numbers; and
- f. Any other papers or information pertaining to his or her NCAA or ACC eligibility

Therefore, all information you learn about a student-athlete is confidential and may not be shared with anyone except the student-athlete's academic advisor and/or the tutorial coordinator. The information may not be shared with other tutors, students or staff/faculty of the university. In addition, the information regarding student-athletes and their academic progress should not be shared with family or friends.

TUTOR EVALUATIONS

We will conduct both formal and informal tutor evaluations throughout the semester.

- Session Evaluation- The Tutorial Coordinator or other staff members will observe and evaluate sessions throughout semester.
- Semester Evaluation- The Tutorial Coordinator will fill out an employee evaluation for each tutor at the conclusion of each semester.
- Student Athlete Tutor Evaluation- Student athletes will be given the opportunity to fill out anonymous evaluations of their tutor each semester. These evaluations will be reviewed with the tutor during end of the semester feedback session with the Tutorial Coordinator. The tutor should not be present when a student is completing this evaluation.
- Notebook Evaluation- The Tutorial Coordinator or another staff member will evaluate the organization and completion of each tutor's notebook and its components a few times per semester. Tutors are expected to be up to date with all documentation.
- Self- Evaluation- Tutors will be asked to fill out a self evaluation form at the end of each semester.
- Peer Evaluation- A peer tutor will sit in on one session a semester and evaluate the tutor on organization, time management and studying techniques. This will help tutors learn from each other and gain new ideas to use with their own students.

ETHICS

Professional Ethics for Tutors:

Evidence of unethical behavior may result in immediate dismissal. The following guidelines must be strictly adhered to at all times:

- Tutors may **NEVER** write papers or take tests for students.
- Neither plagiarism nor any other act of academic dishonesty will be tolerated.
- The University's Academic Honor Policy & Student Conduct Code must be adhered to at all times.
- Confidentiality must be strictly maintained regarding student-athlete's academic performance and concerns.
- Tutors may not discuss these matters with anyone other than the student-athlete and the Athletic Academic Support Staff.
- **Betraying confidentiality constitutes a violation of rights under the Buckley Amendment.**

SOCIAL NETWORKING SITES

Social Networks: Social network sites such as Facebook, Myspace, Friendstar, and other new digital platforms and distribution mechanisms facilitate students communicating with other students. Participation in such networks has both positive appeal and potentially negative consequences. It is important that FSU Athletic Academic Support Staff and tutors be aware of these consequences and exercise appropriate caution if they choose to participate.

FSU Athletic Academic Support Staff and tutors are not restricted from using any on-line social network sites and digital platforms. However, users must understand that any content they make public via on-line social networks or digital platforms is expected to follow acceptable social behaviors and also to comply with federal government, state of Florida, Florida State University (FSU), Atlantic Coast Conference (ACC) and National Collegiate Athletic Association (NCAA) rules and regulations.

Facebook and similar directories are hosted outside the Florida State University server. Violations of university policy (e.g., harassing language, university alcohol or drug policy violations, etc.) or evidence of such violations in the content of on-line social networks or digital platforms are subject to investigation and sanction under the *Student Code of Conduct* and other policies. They are also subject to the authority of law enforcement agencies.

It is incumbent upon FSU Athletic Academic Support Staff and tutors to be aware of university regulations. Ignorance of these regulations does not excuse FSU Athletic Academic Support Staff and tutors from adhering to them.

Guidelines: The following guidelines are intended to provide the framework for FSU Athletic Academic Support Staff and tutors to conduct themselves safely and responsibly in an on-line environment. As an employee at FSU you should:

1. Be careful with how much and what kind of identifying information you post on on-line social network sites. Virtually anyone with an e-mail address can access your page. It is unwise to make available information such as full date of birth, social security number, address, residence hall room number, phone number, cell phone numbers, class schedules, bank account information, or details about your daily routine. All can facilitate identity theft or stalking. Facebook and other sites provide numerous privacy settings for information contained in its pages; use these settings to protect private information. However, once posted, the information becomes the property of the web site.
2. Be aware that potential current and future employers often access information you place on on-line social network sites. You should think about any information you post on Facebook or similar directories potentially providing an image of you to a prospective employer. The information posted is considered public information. Protect yourself by maintaining a self-image that you can be proud of years from now.
3. Be careful in responding to unsolicited e-mails asking for passwords or PIN numbers. Reputable businesses do not ask for this information in e-mails.
4. Do not have a false sense of security about your rights to freedom of speech. Understand that freedom of speech is not unlimited. The on-line social network sites are NOT a place where you can say and do whatever you want without repercussions.

5. Tutors should not be “friends” with any student athlete on these sites whether they have worked with them or not.

***Personal relationships:** The Athletic Academic Support staff strongly discourages tutors from consorting with student-athletes on a personal basis. Tutors will not become involved with, or sexually harass any student-athletes. Tutors must maintain professional relationships with all student-athletes.*

GROUNDS FOR TERMINATION

If at any time a tutor fails to comply with the policies and procedures of the Athletic Academic Program, disciplinary actions will be taken. Tutors will be dismissed for:

- Failure to uphold the duties as outlined in the Handbook or outlined by the Tutorial Coordinator
- NCAA Violation
- Deficient academic skill to perform the educational assignment
- Falsification of Time Sheets
- Inappropriate content on Social Networking Websites (i.e. Facebook, MySpace, etc)
- Disruptive behavior
- Failure to keep appointments
- Consistent lateness to appointments or in completing required tasks
- Failure to provide proper session documentation in both SAMS and Tutor Notebook
- Inability to interact with staff effectively
- Any breach of confidentiality or ethics
- Inappropriate interaction with student-athletes and/or academic staff
- Inappropriate dress
- Inappropriate use of the facility & office resources
- Changing appointments without prior approval from the Tutorial Coordinator

Policies and Procedures



GENERAL POLICIES AND PROCEDURES

Appointment Scheduling:

Tutors will be assigned designated tutoring times by the Tutorial Coordinator based on the tutor's and the student's class schedule. Appointments will be one hour in length and will begin on the hour or the half hour. Schedules will be posted on SAMS. "Extra" meetings (for large projects or exams) may be organized by the tutor and the student. **However, these times must be reported immediately to the Tutorial Coordinator for approval.** Tutors must email the Tutorial Coordinator additional or changed appointments. Tutors will not receive credit for any tutoring session not approved by the Tutorial Coordinator and may face dismissal.

GUIDELINES FOR COMPUTER USE IN TUTORIAL SESSIONS

- All computers can be logged into using the Blackboard user name and password.
- Tutors that are using the computer in our facilities must log in as themselves. As soon as they are finished, tutors must log OUT.
- If a tutor is with a student and the student is using the computer during the session, the student needs to be logged in as them self and when the session is over, they need to log out.
- Students should not use the computer if the tutor is logged in. The tutor must log out and then the student can log in as them self.
- **NO** student-athlete may take an online exam **ANYWHERE** in the Academic Support Services Areas (this includes all study rooms, computer labs and offices).
 - Should a tutor come across a student-athlete that wishes to take an online exam, they must be referred to the on-campus testing center in University Center C.
- **NO** student-athlete may take an online quiz during a tutorial session nor with a tutor present at any time
 - Student-athletes are only allowed to take online quizzes on their own time in the Academic Support Services computer lab unless there is prior faculty approval. This approval will be given to the tutor by the Tutorial Coordinator.
- Should a student-athlete have an online assignment or homework problems they wish to get assistance from their tutor during their tutorial session, the tutor **MUST** ask the Tutorial Coordinator to contact the teacher for specific guidelines.
 - A Tutor **MAY NOT** help a student with any online assignment without previous approval from the Tutorial Coordinator.
- Student-athletes **MAY NOT** email a tutor their paper or assignments to look over. Nor may a tutor give student-athletes feedback on assignments over email.
 - All assignments and papers must be printed out and comments marked on the hard copy.
 - Tutors must keep a copy of those comments in the student's section of their tutorial notebook.

TUTORIAL SESSION DOCUMENTATION EXPECTATIONS

- Each tutor will be provided with a tutorial notebook to be kept in the storage closet in the Athletic Academic Support Office at all times
- Each notebook will contain the following:
 - Divider for each student with the following papers
 - Calendar
 - Session tracker
 - Assignment tracker
 - Student's syllabus (Tutor must obtain during first session with student)
 - Copies of student work
- Tutors are expect to fill out all paperwork after each tutorial session with student
- Additional paperwork can be found on the Blackboard site as well as in the storage closet shelves
- Notebooks will be periodically checked and should be kept up-to-date
- Failure to maintain proper notebook documentation may result in loss of prep time compensation
- All notebooks must remain in the storage closet when not in use during a session

Copy Machines Guidelines:

- Tutors are not permitted to use copy machines at any time
- Front desk workers or Advisors may assist you in copying necessary materials
- Student note packets (RED packet of purchased class notes) may **NEVER** be copied
- Textbooks may not be copied for another student without prior approval from the Tutorial Coordinator

Compensation:

A tutor is compensated based on the amount of time worked. A paycheck is issued every two weeks on Friday according the Human Resources payroll calendar. Paychecks must be received via direct deposit. Direct deposit can be set up manually on the OMNI website. The Tutorial Coordinator can provide assistance with setting up the direct deposit. Failure to turn in accurately completed audit sheets or enter time into OMNI by required deadline can result in loss of compensation for that pay period.

Facility Use:

Tutors are to report to the facility and go directly to the front desk to find out where the session will be conducted. There will be a daily schedule with tutor/student room assignments. Tutors will proceed by obtaining their notebooks and beginning their tutorial session in the assigned study room. Once the tutorial session has been completed, tutors are to replace their notebook and exit the facility. **The facility is not to be used by tutors unless they are working with a student-athlete.** Tutors will either be in a study room, computer lab, or assigned to a designated spot in a classroom. There will be **no cell phone use during a tutorial session and no food or drink allowed in the facility for students and tutors.** Computers, copy machines, and the facility are not to be used by any tutor. The completion of personal research, printing, or downloading of any kind, while in the Athletic Academic Support facility will not be tolerated and is grounds for termination. If you have any questions or concerns, please contact the Tutorial Coordinator.

COMPENSATION

Complete Session Evaluations & the Audit Sheet

Audit sheets can be found in the bottom left drawer of the front reception desk or on the Blackboard site. Tutors are to have an audit sheet for each week of work. A pay period week begins on Friday and ends on Thursday. Audit sheets must be filled out after EACH tutoring session. Each student must sign the audit sheet in order for the tutor to be paid. No shows must be signed by the student's Advisor or the Tutorial Coordinator.

In addition, session evaluations must be completed on SAMS at the conclusion of any tutoring session. Session evaluations must be filled out by midnight of the day of the appointment. Should the tutor not file your report on time, they will not be paid for that session. These evaluation forms can be found in SAMS under the Session Menu and are titled Session Evaluation.

**Please see the audit sheet example and SAMS Manual in the Appendix. If you have any questions or concerns, please contact the Tutorial Coordinator.

Getting Paid for Your Hours

Hours must be entered into OMNI and audit sheets turned in every other Wednesday (by 5:00pm) according to the pay period schedule. Should a tutor not enter their hours into OMNI and/or turn in the audit sheet by 5:00pm, they will not be paid for those two weeks during that pay period. We encourage tutors to turn in their time as soon as possible to help with the payroll process. Persistent problems with turning in correctly completed audit sheets and not entering OMNI time by the appropriate deadline may result in loss of compensation for that pay period. Timely completion of the payroll process is encouraged.

**Please see the payroll schedule from Human Resources in the Appendix- you will be notified should any of the dates change.

No Show Forms

Tutors will receive compensation for their time in the event a student athlete does not come to the assigned session. Tutors must wait **20 minutes** before reporting a student as a no-show. We suggest that the Tutor first walk around the facility and computer lab to see if the student-athlete forgot what time it is or got caught up in an assignment. Tutors can also contact the student after 10 minutes to see if they might have forgotten or are on their way. In addition, Academic Advisors or Tutorial Coordinator can be contacted to see where the student might be. To document the 'no show' the tutor must complete the 'no show report' in SAMS. This report can be found under the Session Menu and is titled Session Evaluation. The tutor must have the student's Academic Advisor sign for the no show on the audit sheet. If they are not present, the Tutorial Coordinator or Academic Advisor on duty must sign the audit sheet.

*****If a check is not received or there are any perceived errors, please contact the Office Manager, Vicki Cupp at 644-9323 for assistance.**

Tutoring Tips



GENERAL TUTORING TIPS

Planning for Tutoring Sessions

Tutors will be required to plan the tutoring session ahead of time. Completion of the Tutorial Session Tracking Form assists in this necessary preparation. These forms will be kept in the tutorial notebook. Each Tutor should have previously determined what the student-athlete was to do to prepare for the session and what will be worked on during the session. Things can come up and plans may need to be modified, however it is important to help the student-athletes stick to a schedule and keep on task. Any problems with the student-athlete following directions should be addressed with the Tutorial Coordinator and/or the student-athlete's Academic Advisor.

How to Teach Study Skills (advice from experienced tutors)

- Use tactics or methods that have worked in one's own studies.
- Make flash cards after every new set of lecture notes. Try to color code them by chapters or topics.
- Use colors to emphasize particular material that will be on tests or to coordinate main points.
- Use what has worked for the student in the past; modify it for each new class.
- Have students put class notes into their own words and talk about them with the tutor.
- Suggest more than one method of studying to improve their skills.
- Have them organize their time by using the class syllabus as a guide.
- Use mnemonic devices when memorizing information from class notes.
- Suggest to students to make a point to always ask the instructor for exact directions regarding writing a paper or an assignment.
- Give concrete examples and ask students to think of their own examples.
- Outline the chapter to help students study for tests.
- Teach them organized note taking skills.
- Time management, eliminate distractions.
- Recommend reading text and refer to it when a student has questions for the tutor. This shows students where to get help when they are studying on their own.

THREE BENEFITS OF TUTORING FOR STUDENT-ATHLETES

1. Improved Learning:

Individual tutoring offers student athletes the chance to set their own learning goal and achieve them at their own pace. Tutoring provides them with someone with which they can be open. A tutor can sometimes be a more accessible role model than a teacher.

2. Improved Attitude Toward School and Learning:

If students improve as a result of being tutored, they will certainly feel more excited about learning than before. The individualized attention will give them the chance to be heard, to control their learning environment, and to pursue knowledge actively. They will realize that if they actively seek to learn, they will learn more and find it more enjoyable.

3. Improved Self-Image

Student-athletes with learning problems often have lower self-confidence and self-esteem in the classroom. Students who begin to see themselves progressing as a result of their own efforts gain the self-respect and pride that will fuel their personal and academic growth.

LEARNING STRATEGIES

DISCOVER YOUR STUDENT-ATHLETES LEARNING STYLE

| | | | |
|--|---|---|---|
| When studying I usually: | __visualize or write things down. | __like to have music playing | __have difficulty sitting in one place or position and like to move around. |
| I keep up with current events by: | __reading the newspaper thoroughly. | __listening to the radio or watching TV | __browsing the newspaper or watching a few minutes of TV. |
| At a meeting I: | __come prepared with notes and displays. | __enjoy discussing issues and hearing other points of view. | __conversing while doing something physical. |
| In my spare time I would rather: | __watch TV, go to a movie or read | __listen to music, attend a concert | __engage in a physical activity. |
| To learn how to operate a fax machine, I would prefer to: | __watch a demonstration | __listen to a friend's demonstration. | __try to figure it out by using it. |
| I prefer classes in which the instructor: | __uses films and videos or writes on the board. | __lectures and answers questions | __has students conduct experiments or participate in experiments. |
| If someone gave me a bike that I had to assemble, I would rather use: | __written instructions. | __an audiotape | __no instruction; I would rather try and do it myself. |
| I remember better: | __when I write it down | __what people say than what they look like. | __when I study with another person. |
| Total Number of Boxes Checked: | _____ VISUAL | _____ AUDITORY | _____ TACTILE |

| Clues | Learning Tips |
|---|---|
| <p style="text-align: center;">Visual</p> <ul style="list-style-type: none"> • Needs to see it to know it • Strong sense of color • Difficulty with spoken instruction • Overreaction to sounds • Trouble following lectures | <ul style="list-style-type: none"> • Use of graphics to reinforce learning • Color coding to organize • Written instructions • Use of flow charts for note taking • Visualizing spelling of words or facts |
| <p style="text-align: center;">Auditory</p> <ul style="list-style-type: none"> • Prefers to get information by listening • Difficulty following written instructions • Problems with writing | <ul style="list-style-type: none"> • Use tapes for reading and for class lecture • Learning by interviewing or by participating • Having test questions or directions read aloud or put on tape |
| <p style="text-align: center;">Tactile</p> <ul style="list-style-type: none"> • Prefers hands on learning • Can assemble parts without reading directions • Difficulty sitting still • May be very well coordinated and have athletic ability | <ul style="list-style-type: none"> • Experimental Learning • Frequent study breaks • Tracing letters and words to learn spelling • Expressing abilities through dance, drama, or gymnastics |

TUTORING TIPS BASED ON LEARNING STYLE

AUDITORY LEARNERS:

- Encourage **them** to explain the material to you, as if they were the tutor
- Ask them to read explanations aloud
- Ask the student to make up a song using the subject material. The crazier the better
- Encourage them to make up and repeat rhymes to remember facts, dates and names
- Make sure they go over all important facts aloud
- Advise the student to join or create a study group, or get a study partner
- Tell the students they can review audio tapes/CD's/MP3's while they drive
- Ask the students to use mnemonics and word links
- Involve the student in a discussion of the material
- Ask the students to say words in syllables
- Advise them that when they are learning new information to state the problem out loud

TACTILE LEARNERS:

- Encourage them to pick up the book as they are reading or talking
- Ask them to use rhythm (beats) to memorize or explain something
- Have them write while they are reading or talking
- As the student is explaining something, have **them** point to the subject matter in the book, on the board, etc., while reading it aloud
- Ask them to use gestures when giving explanations
- Advise them to sit near the front of their classroom and take notes. This should help keep their focus.
- Advise them to make models that demonstrate the key concept. (The purpose here is the act of making the model)
- Advise them to spend extra time in the lab
- Have them repeatedly write list
- Advise students to use hands on experience whenever possible
- Ask them to stand while they explain something to you

VISUAL LEARNERS:

- Let them take notes during the tutoring sessions. This is a must for most visual learners
- Use photographs
- Use visual metaphors
- Use a blackboard or notepaper for both of you to write questions and answers
- Encourage the use of color-coded highlighting
- Use graph paper to help them create charts and diagrams that demonstrate key points
- Have them use mnemonics, acronyms, visual chains, and mind maps
- When asking them to explain something, suggest they do so by writing the explanation down
- Ask them to make flashcards, and then use them during sessions. The act of writing (the cards) and viewing them doubles their comprehension
- Encourage them to visualize the scene, formula, words, charts, etc.
- Advise them to use the computer to organize materials, to create charts, tables, graphs, and spreadsheets

STUDY TIPS

- **GAMES:** Create a learning game such as *Jeopardy* or *Wheel of Fortune*.
- **IMAGES:** Use drawings to illustrate concepts rather than relying only on words. This is especially good for tutoring in math and science.
- **QUIZZES:** Use practice quizzes to help reinforce learning. Have students write their own quizzes, either for the Tutor or other students in the tutoring group.
- **KEYWORDS:** Have students make lists of key vocabulary words and write down their meanings and the page number in the text on which they are defined.
- **ANALOGIES:** Analogies are comparisons of similar things. When using an analogy in tutoring, compare the new concept to be learned with a similar concept that the student is already familiar with.
- **FLASH CARDS:** These are good vocabulary builders. Compared to keyword lists, flash cards have the advantage that shuffling the cards creates a new order of memory-cues.
- **MNEMONICS:** Mnemonics are tricks to help remember things. For example, to remember a list of words, you could make up a sentence in which the first letters of each word correspond to the first letter of words to be remembers, for example:

| | |
|-------------------|---------------|
| M nemonics | M y |
| C an | C at |
| H elp | H as |
| R emember | R ed |
| T hings | T eeth |
- **COMMONPLACE EXAMPLES:** In a discussion of the physics principle of deceleration (a moving object slowing down), the Tutor could use a commonplace example of a football player shortening his steps and straightening his back to slow down from a sprint.
- **STUDENT AS TUTOR:** Tutors ask students to teach them or to teach others in a tutoring group. All teachers know that the best way to learn something is to teach it to someone else.

ASSISTING STUDENTS TO OVERCOME COMMON MATH ERRORS

1. Discourage students from relying purely on memory. Encourage them to see the underlying principles, so that they can correctly relate new information to the old information already stored in their brains.
2. Let the student lead the tutorial session. The student should hold the pencil. When the student holds the pencil, then he or she is directing the learning process.
3. If a student makes a fundamental error, make a big deal out of it, but do not make the student feel dumb. One such error can destroy so much good work, that it is important to alert the student to it.
4. Be sure to speak in precise terms. For example, to solve $(x-3)(x-5) = 0$, do not say "Set each term equal to 0." Instead say, "Since the product of these two terms is 0, at least one of them must be 0. Therefore, $x - 3 = 0$ or $x - 5 = 0$. The first statement is quite mechanical, but the second makes direct use of a fundamental property of 0. You can repeat what the student says in more precise language. Example: Student: "I will cancel the 4's." Tutor: "That's right; divide the numerator and denominator by 4."
5. If nothing else, reinforce caution. By learning to recognize dangerous situations, a student can proceed carefully and be well on the way to recognizing that mathematics is not a collection of arbitrary, disjointed facts. It is instead a logical structure firmly based on a few fundamental principles.

STRATEGIES FOR SPECIFIC LEARNING PROBLEMS

Visual Perception:

- **Color Coding:**
 - Different colors for main ideas, facts and definitions
 - Different colors for signs and parts of equations in algebra
 - Highlight topic sentences
 - Diagrams and charts (biology, chemistry, etc.)
- **Eliminate Clutter:**
 - Use a lot of white space when taking notes
 - Reduce material to “chunks”
 - Outline and Map
- **Paper:**
 - Turn lined paper so that the lines run vertically, not horizontally, especially for math
 - Use wide line notebook paper to reduce crowding
 - Colored notebook paper may be better than white notebook paper because colors have fewer glares

Auditory Perception:

- Taped Texts
- Note takers
- Earphones or plugs to block noise
- Allow a lot of wait time for them to process questions

Spatial Perception:

- Written Instruction
- Occupation Therapy or Physical Therapy

Memory:

- Mnemonic Devices
- Drill Flash Cards
- Organizing information
- Correct labeling of information

Sequencing:

- Allow some students to arrive at conclusions their own way
- Some students benefit from help with structuring material and time management

Gross and Fine Motor Coordination:

- Word Processors
- Scribes
- Tape assignments orally

ACCOMODATIONS FOR STUDENTS WITH LEARNING DIFFICULTIES

Please see the Assistant Director of Educational Services should you have any concerns or questions about any student athlete.

Acceptance

Regardless of the area for which a student-athlete is tutored, remember to have an extra dose of patience. This will create a more relaxed tutoring session, which will enable the student to learn more easily. Students with a learning disability are very sensitive to others who lose their patience with them. Positive reinforcement and incredible patience are extremely important when dealing with students with a learning disability.

Reading:

Take an informal inventory of the students' reading skills. Ask questions about a passage that has been read in which there is a main idea, details and an obvious inference. Sometimes students will miss the main idea but will get the details. Other students may get the main idea and miss the details. Some will miss both.

Visual Learner:

- Outline important information
- Highlight, underline, color code, or write in margins
- Suggest students make copies of textbook pages
- Use colored pens to differentiate main ideas, details and inference
- Point out heading and subheadings

Auditory Learner:

- Encourage use of tape recorder
- When summarizing information use concrete, well-organized language
- Encourage rephrasing
- Pronounce terms and definitions

Mathematics

Explain the problem step by step: Write down each step, using a colored pen to highlight areas the student does not know. Put one problem on a quarter sheet of paper or a note card. Encourage the student to write large so that they can see their errors. Place examples in the same order each time.

Writing:

Encourage the use of a spelling dictionary or thesaurus. Help students keep a list of the most commonly misspelled words or grammar errors to use as a checklist for proofreading. Show students how to jot down ideas before writing response to essay items. Any kind of written work should be read back to the student out loud, especially dyslexic students. Some students with learning disabilities are excellent at proofreading their work out loud but not so well at proofing their own work on paper. The student may visualize the correct word or answer on paper when in reality the written copy is something other than they think it is.

Organization:

Show the student how to separate courses. Encourage one three-ring binder or folder for each class. Use dividers to separate book notes from class notes and from other handouts. Sometimes color-coding the folder with the textbook will help the student stay organized.

Time Management:

Explain to the student that study time for them will be at least twice the number of clock hours spent in the classroom. Help them check their calendar to be sure that all assignments are accounted for. Also, explain the use of the course syllabus. Encourage students to study in small sessions, not more than one hour at a time.

Note Taking:

- Sit in front of the class
- Date notes
- Use colored paper or pen
- Write on one side of the paper
- Jot down main ideas

Concentration:

- Take shorter classes or classes at the time of day they are most alert
- During tutoring session, try and schedule a quiet room
- Sit so the student can see your face
- Make materials clearly visible
- Use teaching aids to gain attention or use visuals, color coding, supplementary materials, repetition, examples, pictures, graphs, charts or small group interaction

Memory:

- Use color, diagrams, cartoons, tactile association, visualization, and mnemonics
- Use test to illustrate information
- Organize information in clusters
- Write everything down for the student
- Explain Step by Step format
- Encourage the student to read and talk aloud

Test Taking:

- Use old tests
- Examine the wording of old test questions

TIPS FOR SUCCESSFUL GROUP TUTORING

The following are some basic group tutoring guidelines that enhance group learning. Remember that these guidelines (and skills) require conscious leadership on the tutor's part.

- Keep in mind, that a group tutor is a resource for students and their learning. The Tutor's role is to facilitate their learning process.
- Waiting for students to volunteer a well-developed answer allows high-level thinking to take place.
- Respect all questions or responses offered by students, no matter how basic
- Remember to use proper questions
- Do not allow individuals to dominate participation or discussion
- Please do not interrupt student answers
- Stand or sit where all can see and hear the tutor
- Remember to include humor in the group session
- Keep the session on topic and moving at the appropriate pace
- Maintain productivity of the session by preventing irrelevant arguing or repetition
- As the session comes to a close, provide closure. You can do this by asking the students what they learned during the session, what they still need clarification on, or what they would like to cover in the next session.
- Should tutors have any concerns or issues with the group session(s) they should see the Tutorial Coordinator.

TIPS TO INCREASE MOTIVATION

1. Value and accept individuals for who they are in reality, not their reputations
2. Learn the student-athletes' names and use them often.
3. Accept that student-athletes may not live up to preconceived notions for their behavior or attitudes.
4. Accentuate positive behavior and accomplishments; avoid focusing on the negative.
5. Give due credit to others.
6. When wrong, admit it.
7. Beware of what it is said. Do not gossip to anyone, other athletes, other tutors, anyone.
8. Prepare an agenda.
9. Expect only the best. Be proud when people achieve it. Show pleasure.
10. Listen to others.
11. Empathize; do not sympathize.
12. Be courteous and respectful.
13. Be fair, honest, and consistent. Show no favoritism.
14. Provide honest feedback. Praise successes publicly and give criticism privately.
15. Have faith in the ability of others.
16. Give recognition for a job well done.
17. Use the special interest of the individual to help motivate him or her.
18. Recognize that modern athletes at this level of competition are intelligent in their sport and are highly motivated to succeed. Use that natural motivation to achieve.

SUCCESSFUL TUTORS

- Provide corrective feedback without discouraging students.
 - Be sensitive to each student's pride and fears. Students who are working on an idea, however elementary, deserve respect. When students offer an idea to someone they perceive as an expert, they feel a great deal of risk as they put their self-esteem on the line. Avoid any tone of condescension.
- Do not try to look good at the student's expense.
 - Make clear the difference between a factually correct or incorrect answer and one that may be different from a personal preference or opinion. If a tutor does not know something, they should say so; admit ignorance. The tutor can always suggest that they (or the student) could look it up or ask someone who does know.
- Do not be afraid to model positive academic behavior.
 - Make a negative into a positive by referring the student to appropriate sources. Recall that the tutor's role is never to do the students' work for them but to motivate them to achieve academic independence and success. Be specific in both positive and negative comments.
- Always explain the reasons for offering a constructive criticism.
 - Never ask students to accept a point without understanding it.

TIPS FOR WORKING WITH CULTURALLY DIVERSE GROUPS

As a Tutor, you will work with people from many different backgrounds; some from foreign countries and different geographical areas, some with different educational levels and varied communication skills. We are all unique, but must work together. Here are some tips to get you started:

1. **Block That Stereotype!** Avoid the tendency to lump all people together or view them as the same.
2. Beware of stereotyping in language, roles, media, and in institutional practices.
3. Always be polite.
4. Always show respect.
5. Always be patient.
6. Recognize that treating everyone the “same” does not mean that everyone is being treated fairly.
7. Do not assume that someone from another culture is familiar with others’ language and/or symbols. Check to see if real communication is taking place.
8. Recognize that when we are out of our own culture, feelings of apprehension, loneliness, and lack of confidence are common. This especially applies to freshmen.
9. Remember that someone from another culture can teach a tutor as much as they can teach him or her.
10. If you perceive a communication problem, ask the other person for help in communicating in an appropriate manner for his or her culture. Personal space is merely one issue to consider. Ask what makes him or her comfortable or uncomfortable. Ask for help in establishing a common vocabulary.

Appendix

Appendix A: New Hire Documents

Academic Support Affidavit
Confidentiality Statement
Orientation/Handbook Form

Appendix B

Book Request Form

Appendix C: Evaluations

Supervisor Evaluation
Employee Requirements Checklist
Notebook Evaluation
Peer Evaluation
Self- Evaluation
Student Evaluation of Tutor

Appendix D: Observations

Session Observation

Appendix E: Compensation

Payroll Dates and Deadlines
Audit Sheet
Academic Calendar

Appendix F: Other

Frequently Asked Questions
SAMS User Training
OMNI Screen Shot Training

Appendix A: New Hire Documents





Academic Support Affidavit

FOR: Academic Tutors and Mentors

ACTION: Complete & Return to the Compliance Office

DUE DATE: Immediately

REQUIRED BY: Florida State Athletics Compliance Office

PURPOSE: To ensure understanding of and compliance with rules regarding permissible activities for academic support staff.

Bylaw 2.5 The Principle of Sound Academic Standards

Intercollegiate athletic programs shall be maintained as a vital component of the educational program, and student-athletes shall be an integral part of the student body. The admission, academic standing and academic progress of student-athletes shall be consistent with the policies and standards adopted by the institution for the student body in general.

Bylaw 6.01.1 Institutional Control

The control and responsibility for the conduct of intercollegiate athletics shall be exercised by the institution itself and by the conference(s), if any, of which it is a member. Administrative control or faculty control, or a combination of the two, shall constitute institutional control.

Bylaw 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 or 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;
- (g) Failure to provide complete and accurate information to the NCAA, the NCAA Eligibility Center or 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.

Bylaw 10.3 Sport Wagering Activities

Staff members of a member conference, staff members of the institution's athletics department, non-athletics department staff members with responsibilities within or over the athletics department and student-athletes shall not knowingly:

- a) Provide any information (e.g., reports concerning morale, game plans, and/or injuries, etc.) to individuals involved in organized sports wagering activities (*which INCLUDES a friendly pool*) concerning intercollegiate, amateur or professional teams athletics practice and/or competitions;
- b) Solicit a bet on any intercollegiate, amateur or professional team (e.g., cash, shirt, dinner, etc.);

- c) Accept a bet or bribe on, or agreeing to “throw”, fix, or illegally influence the outcome of any intercollegiate athletics contest;
- d) Participate in any sports wagering activity that involves intercollegiate, amateur, or professional athletics, through a bookmaker, a parlay card, Internet sports wagering, auctions in which bids are placed on teams, individuals, or contests, and/or pools or fantasy leagues in which an entry fee is required and there is an opportunity to win a prize; **or**
- e) Solicit or accept a bet for a non-monetary, material item (i.e., shirt, dinner, etc.) that has tangible value.

Bylaw 11.1.2 Responsibility for Violations of NCAA Regulations

Institutional staff members found in violation of NCAA regulations shall be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures, whether such violations occurred at the certifying institution or during the individual’s previous employment at another member institution.

Bylaw 16.01.1 Eligibility Effect of Violation

A student-athlete shall not receive any extra benefit. Receipt by a student-athlete of an award, benefit or expense allowance not authorized by NCAA legislation renders the student-athlete ineligible for athletics competition in the sport for which the improper award, benefit of expense was received. If the student-athlete receives an extra benefit not authorized by NCAA legislation, the individual is ineligible in all sports.

Bylaw 16.02.3 Extra Benefit

An extra benefit is any special arrangement by an institutional employee or a representative of the institution’s athletics interests to provide a student-athlete or relatives or friends a benefit not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes or their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to the institution’s students or their relatives or friends or to a particular segment of the student body determined on a basis unrelated to athletics ability. Some examples include:

- a) Typing papers for student-athletes (most students have to pay for this services);
- b) Writing papers for student-athletes;
- c) Giving student-athletes papers/pens/materials to take home;
- d) Making copies of notes at your own expense.

A good rule of thumb is that if other students must pay for a service, it is probably an extra benefit. Please be careful: Don’t jeopardize your integrity as a tutor or mentor, or the eligibility of the student-athletes.

I have read and understand the above:

Semester Start: _____

Printed Name: _____ Signature: _____ Date: _____

Semester Conclusion: _____

Printed Name: _____ Signature: _____ Date: _____

Guidelines and Policies for the Confidentiality and Release of Student Records

At the Florida State University, all contents of the academic record, except those items specifically designated as Directory Information, are considered protected by Federal and State laws and University Policy, and may not be released to a third party without written authorization from the student, or as otherwise required by law. The Bulletin is the official medium by which the University transmits its policies concerning academic records and should be used as an appropriate resource when defining Directory Information, or when ascertaining when information may be released without prior consent subject to statutory conditions and limitations.

Employees, whether Administrative or Professional (A&P), University Support Personnel Services (USPS) or part-time OPS, College Work-Study or Veteran Work-Study, are responsible for the security and appropriate release of academic information.

The Office of Athletic Academic Support maintains a policy of strict adherence to the spirit and intent of Federal and State statutes (The Family Educational Rights and Privacy Act of 1974, as amended and Section 228.093m Florida Statutes) pertaining to the confidentiality of the student. Information which may be personally identifiable or part of the educational record shall not be released by individuals within Athletic Academic Support without prior written authorization or as otherwise required or permitted by law. Information defined as Directory Information may be published or released without prior written consent of the students unless the student makes exception in writing.

Individuals who release information which may be personally identifiable and/or part of the educational record without consent of the student shall be deemed in violation of University policy and, as such, subject to disciplinary actions specified by Board of Regents and University guidelines. OPS and Student Work-Study employees may be subject to immediate dismissal from employment, as well as possible review by the Office of Judicial Affairs.

This is to certify that I have been afforded the opportunity to read and discuss the contents of the above policy. I hereby state that I understand and agree to abide by the policies of the Florida State University concerning the confidentiality and release of student's records.

Employee Signature

Date

This is to certify that, as part of the above employee's orientation and training, I have discussed the policies of the University concerning the confidentiality and release of student records.

Supervisor Signature

Date

Florida State University
Athletic Academic Support Services

Orientation and Handbook Signature Form

My signature certifies that I have attended the Athletic Academic Support Services' Tutor Orientation and received a copy of the 2009-2010 Tutor Handbook. I understand that it is my responsibility to abide by all policies and procedures as outlined in the handbook as well as any additional information I received during the orientation. Failure to do so may result in my immediate dismissal and/or further actions by the University.

Print Name: _____

Signature: _____

Date: _____

Appendix B





Tutor Book Request Form

Date of Request: _____

Tutor Name: _____

Items Requested

1) Course Prefix, Number and Section:

Book Title and Author: _____

2) Course Prefix, Number and Section:

Book Title and Author: _____

3) Course Prefix, Number and Section:

Book Title and Author: _____

I have received the above book and accept responsibility for them. If they are lost, stolen or damaged, I will replace them. I am also responsible for returning them to Athletic Academic Services at the end of each semester, when I am no longer a staff member or when I have no further need for them. If I fail to return any of these books, I understand that it is my responsibility to reimburse the Athletic Department for the full amount.

Tutor Signature

Date

Office Use Only

Date Book Issued: _____

Date Returned: _____

Supervisor Signature: _____

Appendix C: Evaluations



Supervisor Evaluation of Tutor Performance

Tutor's Name: _____

Date: _____

Classes tutored this semester: _____

Number of individual sessions per week: _____

Number of group sessions per week: _____

Tutor sessions:

| | | | | | |
|---|---|---|---|---|---|
| Led organized and focused sessions | 1 | 2 | 3 | 4 | 5 |
| Demonstrated adequate knowledge of subject | 1 | 2 | 3 | 4 | 5 |
| Communicated well with students during session | 1 | 2 | 3 | 4 | 5 |
| Kept track of students' grade progress | 1 | 2 | 3 | 4 | 5 |
| Developed students' organization and study skills | 1 | 2 | 3 | 4 | 5 |
| Efficient in session time use | 1 | 2 | 3 | 4 | 5 |
| Promptness and reliability in conducting sessions | 1 | 2 | 3 | 4 | 5 |
| Kept students on task | 1 | 2 | 3 | 4 | 5 |

Communication:

| | | | | | |
|---|---|---|---|---|---|
| Responds in a timely manner to supervisor | 1 | 2 | 3 | 4 | 5 |
| Communicates in an appropriate manner with supervisor | 1 | 2 | 3 | 4 | 5 |
| Informs supervisor of pertinent student information | 1 | 2 | 3 | 4 | 5 |
| Informs advisors of pertinent student information | 1 | 2 | 3 | 4 | 5 |
| Informs supervisor of conflicts and re-schedules In appropriate time | 1 | 2 | 3 | 4 | 5 |
| Informs students of conflicts and re-schedules In appropriate time | 1 | 2 | 3 | 4 | 5 |

Documentation:

| | | | | | |
|--|---|---|---|---|---|
| Fills out SAMS reports and audit sheets correctly And in appropriate time | 1 | 2 | 3 | 4 | 5 |
| Fills out time sheets accurately and in appropriate time | 1 | 2 | 3 | 4 | 5 |
| Followed NCAA and Academic Services Rules and regulations | 1 | 2 | 3 | 4 | 5 |

End of the Semester Tutor Review Questions:

Did you ever witness anything inappropriate in the Academic Center or at anyplace involving a student-athlete that was not already reported to the Director of Academic Support or the Compliance Office?

YES

NO

Did you ever hear of anything that might be taking place that would violate NCAA, FSU, ACC or State of Florida rules that were not reported to the Director of Academic Support or the Compliance Office?

YES

NO

Are you aware of anything that would violate the FSU Honor Policy or Student Code of Conduct?

YES

NO

As an employee of the Florida State University Athletic Academic Support office, I understand that it is my responsibility to inform my supervisor of any rules violations (NCAA & ACC) and infractions against the FSU Academic Honor Policy or Student Conduct Code. To the best of my knowledge, there have been no violations or infractions during the past academic year that have not been reported.

Tutor Signature

Date

Supervisor Signature

Date

Comments and/or suggestions:

Tutorial Program Employee Requirements Checklist Fall 2009

Name: _____

| Completed on Time | Completed Make-Up | Completed Late | Did Not Complete | |
|-------------------|-------------------|----------------|------------------|--|
| | | | | Fall Orientation |
| | | | | Signature of NCAA Affidavit, Confidentiality Statement and Orientation Forms |
| | | | | September Workshop and Activities |
| | | | | October Workshop and Activities |
| | | | | November Workshop and Activities |
| | | | | December Workshop and Activities |
| | | | | Final Exam Tutoring Schedule and Student Reminders |
| | | | | Spring Availability Form |
| | | | | End of the Semester Evaluation |
| | | | | Re-signature of NCAA Affidavit |

Signature of Supervisor: _____

Date: _____

Tutor Documentation Log

OMNI Issues

| Date | Problem | Comment |
|------|---------|---------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

SAMS Issues

| Date | Problem | Comment |
|------|---------|---------|
| | | |
| | | |
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| | | |
| | | |
| | | |

Audit Sheet Issues

| Date | Problem | Comment |
|------|---------|---------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



Athletic Academic Services Tutor Notebook Evaluation



Name: _____

Date: _____

1. Tab For Each Student: YES NO

2. Calendars:

a. Assignments filled out for each student 1 2 3 4 5

b. Neatness/Legibility 1 2 3 4 5

Comments: _____

3. Session Trackers:

a. Thorough 1 2 3 4 5

b. Neat 1 2 3 4 5

Comments: _____

4. Assignment Trackers:

a. Assignments Listed? 1 2 3 4 5

b. Up To Date Grades? 1 2 3 4 5

c. Neatness/Organization 1 2 3 4 5

Comments: _____

5. Syllabi Present for each class? 1 2 3 4 5

6. Overall Organization: 1 2 3 4 5

Comments: _____

7. Overall Score: 1 2 3 4 5

Peer Observation Form

Observer Name: _____ **Tutor Name:** _____

Date: _____ **Time:** _____

1. Did the tutor follow the “tutor cycle” as explained in the handbook? YES NO
2. Did the session appear organized? YES NO
3. What techniques did the tutor use to help engage the student?

4. Did the tutor engage in any inappropriate behavior during the session? YES NO

If yes, please state:

5. What were the strengths of the tutor you observed?

6. Where could the tutor improve?

7. What did you learn from observing this tutorial session?

Observer Signature: _____

Tutor Self-Evaluation Form

1. What are your strengths in tutoring your assigned student athletes?
2. How do you feel students have benefitted from your tutoring?
3. What are some of your weaknesses and how do you go about compensating for them?
4. Were you confronted with any situations that you did not know how to handle? How did you resolve them?
5. What can the Academic Support staff do to help you become a more successful tutor?
6. What are any suggestions you have for our tutorial program?

Tutor Name: _____

Tutor Signature: _____ **Date:** _____

FLORIDA STATE UNIVERSITY



Student-Athlete Evaluation of Tutor or Mentor Performance

Athletic Academic Support is extremely interested in feedback regarding our employed tutors and mentors. Please complete this form openly and honestly. Once completed, please return it to the Tutorial Coordinator or your Academic Advisor.

Tutor's Name: _____

Class Tutored: _____

Student's Name: _____
(Optional)

Sport: _____ **Date:** _____

Please rate the tutor or mentor on the following by circling the appropriate response:

| | | | | | |
|--|-----------|------|---------|------|------|
| Teaching of time management | Excellent | Good | Average | Fair | Poor |
| Teaching of study and test skills | Excellent | Good | Average | Fair | Poor |
| Kept me on track and organized | Excellent | Good | Average | Fair | Poor |
| Knowledge of subject matter | Excellent | Good | Average | Fair | Poor |
| Ability to communicate subject matter | Excellent | Good | Average | Fair | Poor |
| Patience in explaining material | Excellent | Good | Average | Fair | Poor |
| Promptness and reliability | Excellent | Good | Average | Fair | Poor |
| Efficient use of time during the session | Excellent | Good | Average | Fair | Poor |
| Attempted to get to know me better | Excellent | Good | Average | Fair | Poor |
| Overall impression of the tutor | Excellent | Good | Average | Fair | Poor |

Please circle YES or NO to the following questions:

| | | |
|---|-----|----|
| I would recommend this tutor to others | YES | NO |
| I would like to use this tutor in the future if appropriate | YES | NO |
| I was treated with respect by this tutor | YES | NO |
| My tutor gave me rides to and from places | YES | NO |
| My tutor completed assignments for me | YES | NO |
| My tutor corrected a paper I emailed to them | YES | NO |
| My tutor types assignment/papers for me | YES | NO |

Other comments and/or suggestions for this tutor/mentor:

Appendix D: Observations





**Florida State University
Athletic Academic Support Services**



Tutorial Session Observation Form

Tutors Name: _____ Date: _____

Subject Tutored: _____ Observer: _____

- | | |
|--|----------|
| 1. Did the session appear to be organized and focused? | YES / NO |
| 2. Did the tutor demonstrate adequate knowledge of the subject matter? | YES / NO |
| 3. Did the tutor communicate effectively? | YES / NO |
| 4. Was there any grade or performance updates? | YES / NO |
| 5. Did the tutor go over important dates and assignments? | YES / NO |
| 6. Who was responsible for the direction of the session? | |

STUDENT TUTOR EQUAL

- | | |
|---|----------|
| 7. Did the tutor conduct themselves in a professional manner? | YES / NO |
|---|----------|

Comments:

Appendix E: Compensation



2009 PAYROLL DEADLINES

| Audit Sheets Due/Time Entered by 5:00pm | Paycheck Available |
|--|---------------------------|
| 8/19/09 | 8/28/09 |
| 9/02/09 | 9/11/09 |
| 9/16/09 | 9/25/09 |
| 9/30/09 | 10/9/09 |
| 10/14/09 | 10/23/09 |
| 10/28/09 | 11/06/09 |
| 11/11/09 | 11/20/09 |
| 11/25/09 | 12/04/09 |
| 12/9/09 | 12/18/09 |

Fall 2009 Academic Calendar

Note: Dates and times listed below are subject to change. Please refer to http://registrar.fsu.edu/dir_class/fall/acad_cal.htm for the most up-to-date information.

| | |
|-----------------------|--|
| Mar. 16–Apr. 24, 2009 | Registration for currently enrolled and readmitted degree-seeking students. See "Registration Windows." |
| July 1, 2009 | Last Day community college students can apply for Fall 2009 Cooperative Program registration. |
| Aug. 19, 2009 | Residence Halls open at 9:00 a.m. |
| Aug. 21, 2009 | Last day to file for change in residency status. |
| Aug. 22–Aug. 27, 2009 | Registration for Florida National Guard using fee waivers. Drop/Add, (includes College of Law) 8:00 a.m.–midnight. |
| Aug. 23, 2009 | New Student Convocation, Civic Center, 1:30 p.m. |
| Aug. 24, 2009 | Classes Begin. Application window opens for Graduation Fall 2009 (visit https://www.campus.fsu.edu and log on to Secure Apps). |
| Aug. 24–Aug. 27, 2009 | Late Registration (\$100.00 late registration fee.) FAMU–FSU Co-op Program Registration at the Office of the Registrar, UCA 3900. |
| Aug. 26, 2009 | Last day to submit waivers or billings. |
| Aug. 27, 2009 | Last day to Drop/Add and have fees adjusted. Last day to cancel enrollment and have fees removed. Students are liable for all fees for courses still on their schedules at midnight. Last day to add a course without Academic Dean's permission. |
| Aug. 28, 2009 | Fifth Day of Classes. Registration for state employees (non-FSU employees) using State Employee Fee Waivers (see 'State Employee Fee Registration' in "Registration Information" for instructions). Last day to request VA deferment from VA representative in Registrar's Office. |
| Aug. 31, 2009 | Financial aid available via EFT in FSUCard accounts. First day to apply for financial aid deferments and delayed delivery loans. All financial aid students must check their financial aid status at http://www.ais.fsu.edu/finaid . |
| Sept. 4, 2009 | Last day to Register for CLAST exam, (850) 644-3181. Last day to pay or defer fees for all students, including veterans who are not using a veteran deferment, without a \$100.00 late fee. Veterans should contact a VA representative with questions. |
| Sept. 7, 2009 | Labor Day. No Classes. |
| Sept. 11, 2009 | Last day to file for Fall 2009 Graduation. (Visit https://www.campus.fsu.edu and log on to Secure Apps.) |
| Sept. 28, 2009 | Spring 2010 Registration Guide available. Spring 2010 course listings available on Course Lookup System. |
| Oct. 9, 2009 | End of seventh week of semester. Last day to submit form requesting S/U grading or to change S/U option back to a regular grade. Last day to reduce course load without the permission of Academic Dean. Dean's permission required to drop below twelve (12) semester hours. Last day to drop a course without receiving a grade. |

| | |
|------------------|---|
| | Last day to withdraw without receiving a grade. Financial Aid Deferments Expire. Fall tuition payment must be received to avoid a late payment fee. |
| Oct. 12, 2009 | Registration for Spring 2010 begins. |
| Oct. 30, 2009 | Veterans' Deferments Expire. Fall tuition payment must be received to avoid a late payment fee. Homecoming: No classes after 1:10 p.m. |
| Nov. 1, 2009 | Last day community college students can apply for Spring 2010 Cooperative Program Registration. |
| Nov. 2, 2009 | Official Thesis/Dissertation manuscript approval deadline, 408 Westcott. |
| Nov. 9, 2009 | Official Thesis/Dissertation copies due to manuscript clearance adviser, 408 Westcott. |
| Nov. 11, 2009 | Veterans' Day Holiday. No Classes. |
| Nov. 13, 2009 | End of 12th week of semester. Deadline for late drop with Dean's permission. |
| Nov. 20, 2009 | Financial Aid Exit Interview for all students with federal loans graduating, transferring, or taking less than six (6) semester hours at https://www.campus.fsu.edu . The interview must be completed by the end of the current term. |
| Nov. 26–27, 2009 | Thanksgiving Day Holiday. No classes. |
| Dec. 4, 2009 | Last day to turn in ServScript verification forms. Last Day of Classes. Financial Aid Exit Interview for all students with federal loans graduating, transferring, or taking less than six (6) semester hours at http://www.studentsfirst.fsu.edu . Last day to reduce course load, if permitted, by the Academic Dean. Last day to officially withdraw from the University. Last day to apply for AA Certificate at the Office of Undergraduate Studies, UCA 3400 |
| Dec. 7–11, 2009 | Final Exam Week. |
| Dec. 11, 2009 | Semester Ends. |
| Dec. 12, 2009 | Residence Halls close at noon. Commencement, Civic Center, 9:00 a.m. and 2:00 p.m. Diplomas dated this date. |
| Dec. 15, 2009 | Online Grades Due by 4:00 p.m. |
| Dec. 16, 2009 | Grades available online. |

Appendix F: Other



FREQUENTLY ASKED QUESTIONS

Getting Paid

- When do I have to enter my time online in OMNI?
 - By Wednesday at 5pm, the week timesheets are due (see payroll calendar for dates).
- When do I have to turn my audit sheet in?
 - By Wednesday at 5pm, the week timesheets are due (see payroll calendar for dates).
- How many weeks should be on my audit sheet?
 - One week for each audit sheet, beginning on Friday and ending on Thursday.
- What should I do on OMNI and my audit sheet since we have to turn them in on Wednesday and the week goes through Thursday?
 - Enter the appointments you have scheduled for Wednesday night and Thursday.
 - On your audit sheet, in the signature column, write scheduled.
 - Scheduled hours must be signed off by the Tutorial Coordinator before the Wednesday, 5pm payroll deadline.
 - If the meeting does not occur we will adjust your pay next pay period.
- Which type of time sheet do we enter in on OMNI?
 - Elapsed time.
- How do I enter my time if I have more than one student?
 - You will be paid time and a half for every session with more than one student (it does not matter how many additional people you are working with).
- How much do I get paid if a student does not show up?
 - No matter how many students you are scheduled to meet for your session, you will be paid one hour for a no-show.
- How do I get paid for our mandatory meeting or training session?
 - Enter the amount of time on both your audit sheet and in OMNI on the day that it occurred.
 - Have the Tutorial Coordinator sign your audit sheet.
- What happens if my student is traveling with their team?
 - We will email out a list of students traveling a few days before the event.
 - If your student is on the list, the session will not take place.
 - You will not be paid.
 - Do not fill out a no-show report in SAMS.

SAMS

- What happens if I need to change my hours of availability?
 - We ask that you secure your hours in the first week of school.
 - If you need to make a change to your schedule, please contact the Tutorial Coordinator who can change it in SAMS.
- How do I add or remove classes that I can tutor?

- Go under the tutor class tab in your SAMS page.
- When should I check SAMS to see when my appointments are?
 - We suggest you check at least twice a day to see if any appointments have been added or removed.
- If a new appointment is added, when am I responsible for being aware of it?
 - You have 24 hrs from when the appointment is added to your schedule to be aware of it.
- When should I file my SAMS reports?
 - You have until midnight on the day of your appointment to file your session or no-show report.
- What happens if I do not file a report?
 - You will not be paid for that session.
- What happens if my SAMS report will not go through?
 - Email the Tutorial Coordinator a copy of what the screen says so that it can be sent to the SAMS helpdesk.
 - You are still required to email your SAMS report contents to the Tutorial Coordinator by midnight.
- What happens if my student is not listed in SAMS?
 - Please email your session report to your supervisor until we can add the student into SAMS.
- If I need to contact my student, should I use the phone number listed in SAMS?
 - No - that number comes from the registrar and might not be correct.
 - Please get your student's local number and email during your first session.
 - If you still cannot reach them, speak with their advisor.

Tutorial Notebooks

- What is the notebook for?
 - The notebook contains a section for each student you have a session with.
 - Each student section contains the following papers:
 - Student's class syllabus
 - Calendar
 - Session Tracker
 - Assignment Tracker
- What do I do if my student needs copies of any of the sheets?
 - Please see the front desk worker or a staff member to make any copies you need for the student.
- Do I get paid for the time I put in filling out paperwork and preparing for my sessions?
 - Yes, should you spend additional time planning for your sessions during the week; you may receive compensation for one hour per week. You must be able to show appropriate preparation if asked.
 - You must have your supervisor sign your audit sheet for that hour.
 - You must enter that hour on the date you listed on your audit sheet.
- Will my binder be checked?

- Yes, periodically your binder will be checked to see that you are filling out the information.
- Since I fill out a SAMS report, do I also have to write that information in my binder?
 - Yes, it is important to provide as much documentation as possible.
 - If for some reason your SAMS report does not go through, it will be the session documentation back-up.
- Where do I keep my binder?
 - In the storage closet to the left of the front desk on the bookshelf on the left.

Appointments

- How much notice does a student have to give to cancel an appointment?
 - The student must let their advisor know at least 24 hours before the scheduled appointment.
 - A student cannot cancel an appointment on their own.
 - You must receive the cancelation from either their advisor or your supervisor.
 - In the event of a necessary last-minute cancelation we will try to contact you as soon as possible.
- What do I do if I have to cancel an appointment?
 - You are required to give at least 24 hrs notice if you need to cancel an appointment.
 - In an emergency situation where you need to cancel your appointments, you must contact the Tutorial Coordinator immediately.
 - You are required to contact your student(s) and let them know.
 - If they need to have the appointment rescheduled, you should make yourself available to do so.
 - You must send your supervisor the dates that are canceled and when any re-scheduled appointments will be.
 - If you know a few weeks in advance that you will have to miss any appointments for a conference, meeting... please let your students know and look at their class work schedule to see when would be the best time to re-schedule.
 - All appointment cancelations and changes must be communicated to the Tutorial Coordinator.
- How long do I need to wait for my student to show up for the appointment?
 - 20 minutes and then you must get their advisor or a staff member to sign your audit sheet.
- Can I meet with my student outside the Athletic Academic Support Office?
 - Unless you are given special approval for a specific circumstance, all tutorial appointments **must** take place in the Athletic Academic Support Office during our hours of operation.
- What do I do if my student says they have nothing to do and wants to leave the session early?
 - There is always something you can do with your student, even if they just had a test.
 - You can start going over new material, start working on assignments due later in the semester or even review material that the student has had previous problems with.

- You can also consult the some of the material in the Tutorial Handbook for study strategies to work on with students.
- Please also see your supervisor or the Learning Specialist for additional strategies to work on with students.
- If you really feel that the student needs less weekly appointments or maybe none at all, you must discuss this with the Tutorial Coordinator who will consult with the student's Advisor.

Online Assignments

- Can I help my student with an online test?
 - NO.
 - If the professor posts practice tests on Blackboard that are not for a grade, you may work with the student on those.
 - Please inform the student that they are not allowed to take an online test in our facility and must go to the Testing Center in UCC.
- Can I help my student with an online quiz?
 - NO, unless you receive previous approval from the Tutorial Coordinator.
 - If the professor posts practice quizzes on Blackboard that are not for a grade, you may work with the student on those.
 - Please inform the student that they are only allowed to take an online quiz in the computer lab with no assistance from you or anyone else.
- Can I help my student with online homework problems?
 - Courses with an online component, homework included, must be approved by the faculty member before assistance can be given. Please e-mail the Tutorial Coordinator with the student's name, the course, the instructor's name and e-mail address and only they will contact the instructor to ask for feedback on assistance for online coursework.
- Can my student email me papers or graded assignments to work on?
 - NO.
 - All tutorial assistance must take place during your session here in Academic Services.
 - The student should be writing all assignments themselves. If you make any editing or notes on an assignment, you should make a copy and place it in your student's section in your tutorial binder.

NCAA and FSU Regulations

- **For any questions please see the Tutorial Coordinator, the Director of Athletic Academic Support or Compliance before you give/do anything for any student athlete!**
- Can I give my student a pencil to take their test after our session?
 - NO. You may not give anything to a student, pencil, pen, paper, notebook, food...

- You may not let them borrow anything from you.
 - If a student needs educational materials for their session, please see the Tutorial Coordinator or Office Manager.
- Can I give my student a ride home or across campus?
 - NO. You are not allowed to drive any student athletes or let them borrow your car, scooter, bicycle...
- Can I give my student copies of notes, quizzes or tests from a class that I or someone I know has previously taken?
 - NO. You may not give anything to the student athlete. If you wish to review on your own concepts you have previously covered in a class and then prepare a different review sheet to work with your student, you may do so.
- Can I type things for my student during our session?
 - NO. The student should be doing all typing, written work and anything on the computer during your session.
- Can I take my student out for a meal or coffee?
 - NO. You may not pay for anything for a student athlete even if you know them outside of the office.
- If I know that my student or another student athlete has done something to violate the FSU Academic Honor Code, what should I do?
 - You must report any incident or even suspicion of incident immediately to the Tutorial Coordinator.
- Can I enter a March Madness pool?
 - NO. You may not gamble in any way on any sport that is sponsored by the NCAA.
- Can I talk to my friends or family about my student athlete?
 - NO. Under the Buckley Amendment all students' academic information is confidential.

SAMS User Training Manual

Updated Summer 2009

Part one: Login

1. Access SAMS through either:
 - a. Blackboard-Secure Apps. There is a link that says “SAMS Login”
 - b. <https://www.samssystem.com/>
 - i. In the “school” field, type FSU in all caps
 - ii. Username: FSU SN#
 - iii. Password: FSU SN#

Part Two: Updating Work Schedule

1. Login
2. In the left upper corner, click “work schedule”
3. Update the days and times you are available
4. **IMPORTANT:** This can only be updated at the beginning of each semester. Once the semester begins, you may not update your work hours. If a situation arises where changing your work hours is necessary mid-semester, you must see the Tutorial Coordinator. Do not change these work hours on your own during the semester.
5. **Important: If your SAMS Work Schedule says you are available; we reserve the right to schedule appointments for you during that time.**

Part Three: Updating Contact Information

1. In the upper middle part of the screen, click the “Payroll” drop down menu.
2. Select Modify Contact Info: Employee
3. Change whatever information needs to be updated and then click “Save”
4. **Never change your password.** This is how we link you to Blackboard.

Part Four: Adding Classes that you are competent to tutor in

1. In the upper middle part of the screen, click the “Payroll” drop down menu.
2. Select Tutor Class: Employee
3. From this screen you can remove classes that you are unable to tutor in or add classes that are not presently selected.
4. To remove a class that is on the list, click “Remove”
5. To add a class, click “Add Class”. Then, select the class prefix from the drop down menu provided. For example, the main Economics prefix is “ECO”. Once you have selected the prefix, click “OK”. Then, select the class number you are able to tutor. For example, if you can tutor ECO 2013, select the appropriate check box. Once you have selected all the classes you can tutor, click “Submit”. Continue this process until all classes are on your

Tutor Class list.

Part Five: Entering a SAMS Report

1. In the upper middle part of the screen, select the “Session” drop down menu.
2. Select Session Time Clock
3. Click the appropriate link in the right hand column.

4. Individual Session Report with student present
 - a. If you are entering an individual session report for a student who was present, click A.I.1.
 - b. Select appropriate date, time in and out, students name, course description.
 - c. Insert comments about the session. Examples: “Student was very engaged and enthusiastic about the session today.” “Student was late”. “Student was unresponsive to me when I tried to ask questions”.
 - d. Talk about work accomplished (what happened during the session). An example is: “Today we went over practice problems 5.1 for the upcoming quiz on Tuesday. We also answered half of the study guide questions and talked about test taking strategies.”
 - e. Talk about work remaining plan, if any. Example: “Student is going to finish the study guide questions 5-10 before our next session so we are able to go over the remaining questions.”
 - f. If necessary/desired, mark the appropriate check box for student behavior.
 - g. Click “Submit”.
 - h. **IMPORTANT: These reports must be submitted before MIDNIGHT the day of the session. If the report is not submitted by midnight, you will NOT be paid for that session.**

5. Individual Session Report- No Show
 - a. If you are entering an individual session report for a student who was present, click A.I.2.
 - b. Select appropriate date, time in and out, students name, course description.
 - c. In the comments box, put “No Show”
 - d. Click “Submit”
 - e. **IMPORTANT: These reports must be submitted before MIDNIGHT the day of the session.**

6. **Group Session Report with students present**
 - a. **Important:** If the tutoring is scheduled as a group session, but only one student shows up, you must count the session as an individual session, not a group. You will only be paid for one hour if only one student is present.

- b. **Important:** If 2 or more students are present in the session, the session is considered a “group” session and you will be paid for an hour and a half instead of one hour.
- c. **IMPORTANT: These reports must be submitted before MIDNIGHT the day of the session. If the report is not submitted by midnight, you will NOT be paid for that session.**
- d. If you are entering a group session report, select Session in the middle top of the screen, and select Session Time Clock.
- e. Click the link in the right hand column and ignore the left hand column.
- f. Click the A.II.1 link for a common group session report.
- g. Select the appropriate date, start and end time.
- h. Select the students that are in the group and click on the add button. When you have added the whole group, click Next Page.
- i. Select the appropriate course being tutored.
- j. Fill in the comments, work accomplished, work remaining, etc. boxes
- k. **If one or more students in the group session are no shows, you must file each student who did not attend separately as a no show report.**

Part Six: Appointments

1. To view your appointments, go to the calendar drop down menu and select “Appointments: Employee”
2. During the first two weeks of the semester, appointments change and SAMS is updated on a daily basis. You need to check SAMS daily to make sure your appointments have not been changed or cancelled.
3. You cannot change your own appointments in SAMS.
4. If you need to reschedule an appointment at any time during the semester, you must get permission from the Tutorial Coordinator, and she will update SAMS to reflect the most current, correct appointment.
5. SAMS does not recognize holidays, semester breaks, or student-athlete travel dates. YOU must be aware and keep track of these dates on your own. The Tutorial Coordinator sends out weekly travel and event updates to aid you in keeping up with your students’ travels.
6. SAMS will not reflect one time appointments or one time changes that you and your student make. These must be emailed to the Tutorial Coordinator and will only be reflected on the daily master list.
7. SAMS appointments are usually entered at the beginning of the semester. If you receive email notification of new appointments, look to the semester dates and any emails from the Tutorial Coordinator for when tutoring actually begins. Just because SAMS says a session starts tomorrow does not mean it actually does start tomorrow. It is a cycling system. For example, if the semester starts August 28th, and we start entering SAMS appointments August 21st, the Monday before, your appointments will say you have appointments the week before school starts. **THIS IS NOT CORRECT.** Your

appointments will not begin until the designated start date given by the Tutorial Coordinator. If you have any questions or confusion about this, please see the Tutorial Coordinator to clarify.

OMNI Manual

OMNI can be accessed the following ways:

- Through Blackboard Secure Apps. There is a link that says “OMNI Login”
- omni.fsu.edu
- www.hr.fsu.edu. Click on the OMNI link.

Reporting Weekly Elapsed Time

This job aid outlines the basic steps for reporting weekly elapsed time in OMNI. As an A&P, USPS or Faculty employee, your assigned work schedule will pay you for your regular scheduled hours. You will only need to report exceptions to regular hours, such as leave events (sick, vacation, etc.) or special pay events (on-call, shift, etc.).

Navigation

Self Service > Time Reporting > Report Time > Timesheet
Or use the center navigation



New Terminology

Employee Self Service has changed to **Self Service**. Both the **Weekly Elapsed Time** and **Weekly Punch Time** pages are now found under **Timesheet**. If you are an elapsed time reporter, the elapsed page will pull up. If you are a punch time reporter, the punch page will pull up.

Step 1

Viewing your scheduled regular hours.

Your Timesheet pulls up for the current week with your regular scheduled hours defaulted in. There will be no Time Reporting Code (TRC) attached to the default scheduled hours. If you make changes to your time entry, you will need to choose a TRC. If no time is entered and submitted, you will be paid for your regular scheduled hours.

You have the option to view your Timesheet by DAY, WEEK, or TIME PERIOD; to change the view, use the View By drop down. To view a different pay day/week/time period, enter a pay date in the corresponding box and click the Refresh button next to it. You may also view information for a previous or next pay week by clicking the **Previous** and **Next Week** buttons.

The following steps will show you how to enter exception hours with an Override Reason Code along with regular hours using the pay week view.



Step 2

Select a Time Reporting Code (TRC) for your Regular Hours – REGHP (A&P, USPS & Faculty 12 month) or REGCP (Faculty 9 & 10 month) from the drop-down menu for the first row. Add a new line by clicking the **+**.

Timesheet
 Patricia Handischy EmpID: 000004122
 Job Title: ERP Analyst II Emp Recd Nbr: 0

View By: Week Date: 02/02/2016 Previous Week Next Week >>>

Populate Time From: Schedule Information
 Reported Hours: 0.000 Hours Scheduled Hours: 40.000 Hours

From Friday 02/02/2016 to Thursday 02/02/2016

| Hi | Sat | Sun | Mon | Tue | Wed | Thu | Total | Time Reporting Code | Override Reason Code |
|--|-----|-----|-------|-------|-------|-------|-------|---------------------|----------------------|
| 0.000 | | | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | REGHP | |
| Adjust Compensatory Time - 30.00 Administrative Leave Taken - ADM Compensatory Leave Used - COM Leave Taken - LEAVE Leave Taken Pay Bk - LWPAY MFLights For Holiday - MFLHT Override Scheduled Hours - MOW Paid Compensatory Leave - PC Sick Leave Taken - SCLHT Straight Time/Comp Earned - RE Unpaid Leave Taken - UNPHT | | | | | | | | | |
| Reported Time Starts - 01:00:00 Status: Total: 0.000000 | | | | | | | | Submit | |

Record your exception hours in the new line by selecting a TRC for the Leave or Pay event required.

Timesheet
 Patricia Handischy EmpID: 000004122
 Job Title: ERP Analyst II Emp Recd Nbr: 0

View By: Week Date: 02/02/2016 Previous Week Next Week >>>

Populate Time From: Schedule Information
 Reported Hours: 0.000 Hours Scheduled Hours: 40.000 Hours

From Friday 02/02/2016 to Thursday 02/02/2016

| Hi | Sat | Sun | Mon | Tue | Wed | Thu | Total | Time Reporting Code | Override Reason Code |
|--|-----|-----|-------|-------|-------|-------|-------|---------------------|----------------------|
| 0.000 | | | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | REGHP | |
| Reported Time Starts - 01:00:00 Status: Total: 0.000000 | | | | | | | | Submit | |

Step 3

Be sure to adjust your regular hours in the Regular Hours line if exception time is reported. For example, if you took Administrative Leave – ADMHT on Monday, report the number of hours you worked that day on the Regular Hours line and the number of hours of leave on the second line. Do not enter zero (0) hours, as it will show up as reported time.

Timesheet
 Patricia Handischy EmpID: 000004122
 Job Title: ERP Analyst II Emp Recd Nbr: 0

View By: Week Date: 02/02/2016 Previous Week Next Week >>>

Populate Time From: Schedule Information
 Reported Hours: 0.000 Hours Scheduled Hours: 40.000 Hours

From Friday 02/02/2016 to Thursday 02/02/2016

| Hi | Sat | Sun | Mon | Tue | Wed | Thu | Total | Time Reporting Code | Override Reason Code |
|--|-----|-----|-------|-------|-------|-------|-------|---------------------|----------------------|
| 0.000 | | | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | ADMHT | |
| Reported Time Starts - 01:00:00 Status: Total: 0.000000 | | | | | | | | Submit | |

NOTE: Hours less than a whole number must be entered using decimals in 15-minute increments. Add your time for the whole day and round to the nearest quarter hour. For example, if you worked 7 hours and 26 minutes you would enter 7.50 hours. For help rounding time to the nearest 15-minute increment, use the chart below:

| Minutes | Converted to quarters of an hour |
|---------|----------------------------------|
| 00 – 07 | 0.00 |
| 08 – 22 | 0.25 |
| 23 – 37 | 0.50 |
| 38 – 52 | 0.75 |
| 53 – 60 | 1.00 |



Step 5

Check over your time entry to verify that the hours are correct and there are no errors. Click **Submit**. Click **OK** to confirm your weekly reporting for elapsed time.

Timesheet
Submit Confirmation
 The Submit was successful.
 Reported Time for the Week of 2006-02-03 to 2006-02-09 is submitted

When your hours have been submitted, you can view them in the Reported Time Status section below the timesheet. Here, you can view the status of your reported hours and also enter any comments applicable to that time.

To enter a comment, click on the Comments balloon next to the time entry you want to comment on. Type in your comment and click **Save** and then **OK**. Once you enter a comment, it cannot be deleted or changed.

Timesheet
 Patricia Handzschy
 EmpID: 888304122
 Emp Rep Mkt: F

Mon: 02/06/06 Date: 02/02/06
 Reported Hours: 40.180 Hours Scheduled Hours: 40.000 Hours
 Reported time on or before 02/02/06 is for a prior period.

| Day | Sat | Sun | Mon | Tue | Wed | Thu | Total | Time Reporting Code | Override Reason Code |
|----------|-------|-------|-------|-------|-------|-------|--------|--------------------------------|----------------------|
| 02/03/06 | 8.000 | 8.000 | 8.000 | 8.000 | 8.000 | 8.000 | 36.000 | Regular Hours Worked - REG | |
| 02/06/06 | | | | | | | 4.000 | Administrative Leave Taken - A | |
| | | | | | | | 40.180 | | |

Process Time Status - 02/02/06

| Date | Status | Total | Time Reporting Code | Sched Hrs | Comments |
|----------|----------------|-------|---------------------|-----------|----------|
| 02/03/06 | Submitted | 6.000 | REG/HP | 6.000 | |
| 02/06/06 | Needs Approval | 2.000 | ADM-T | 6.000 | |
| 02/06/06 | Submitted | 6.000 | REG/HP | 6.000 | |
| 02/07/06 | Submitted | 6.000 | REG/HP | 6.000 | |
| 02/08/06 | Submitted | 6.000 | REG/HP | 6.000 | |
| 02/09/06 | Submitted | 6.000 | REG/HP | 6.000 | |

EXAMPLES OF REPORTED STATUS

| | |
|-----------------------|---|
| Submitted | Reported time has been submitted and doesn't need approval; will be picked up by Time Administration and loaded to Payable Time Detail and Summary. |
| Approved | Reported time needing approval has been approved; will be picked up by Time Admin and loaded to Payable Time Detail and Summary. |
| Needs Approval | Reported time has been submitted and needs approval; will not be picked up by Time Admin and cannot be viewed in Payable Time Detail and Summary. Contact your Supervisor or T&L Rep. |
| Denied | Reported time needing approval has been denied; will not be picked up by Time Admin and cannot be viewed in Payable Time Detail and Summary. Contact your Supervisor or T&L Rep. |

Step 6

You can also view your Reported Hours Summary, which will show you the total hours for each day and for that week. The Reported Hours Summary is based solely on hours, not TRC. If no time has been submitted on the timesheet, a Schedule Deviation of your scheduled hours will show. Also, during a holiday week, the holiday will appear as a schedule deviation. Neither will negatively effect your pay.

Reported Hours Summary - 02/02/06

| Category | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Total |
|-----------------------|-------|-------|-------|-------|-------|-------|-------|--------|
| Total Reported Hours | 8.000 | 8.000 | 8.000 | 8.000 | 8.000 | 8.000 | 8.000 | 40.000 |
| Total Scheduled Hours | 8.000 | 8.000 | 8.000 | 8.000 | 8.000 | 8.000 | 8.000 | 40.000 |

Schedule Deviation

During a week which has a holiday, there will be no hours defaulted in by your assigned schedule for the holiday date. The Time Administration process will generate holiday hours automatically. Do not report the holiday.

Timesheet
 From Friday 1/11/2006 to Thursday 1/17/2006

| Day | Sat | Sun | Mon | Tue | Wed | Thu | Total | Time Reporting Code | Override Reason Code |
|---------|-----|-----|-------|-------|-------|-------|---------|---------------------|----------------------|
| 1/11/06 | | | 8.000 | 8.000 | 8.000 | 8.000 | 24.000 | | |
| 1/12/06 | | | 8.000 | 8.000 | 8.000 | 8.000 | 24.000 | | |
| 1/13/06 | | | 8.000 | 8.000 | 8.000 | 8.000 | 24.000 | | |
| 1/14/06 | | | 8.000 | 8.000 | 8.000 | 8.000 | 24.000 | | |
| 1/15/06 | | | 8.000 | 8.000 | 8.000 | 8.000 | 24.000 | | |
| 1/16/06 | | | 8.000 | 8.000 | 8.000 | 8.000 | 24.000 | | |
| 1/17/06 | | | 8.000 | 8.000 | 8.000 | 8.000 | 24.000 | | |
| | | | | | | | 168.000 | | |

Submit

Official Holidays are on: 2005-11-11. Holiday hours will be created by Time Administration.