

Knight Tutor



Manual
2008-2009

Dear Tutors:

Congratulations on being selected to join the ASSA Team, a team dedicated to providing excellent service to the student-athletes on campus. As a tutor you have one of the most important and valued roles on our team and I hope you look forward to this experience with a great deal of enthusiasm.

The student-athletes at UCF have demonstrated to be a dedicated group, who value their educational experience. Over 50% of our student-athletes earned above a 3.0 GPA in each of the past two semesters and much of this success is attributed to our tutoring staff. This is a trend that we hope to continue during the 2008-09 academic year.

It is important that you understand and commit to your role. Jennifer Alger will work with you throughout the year to help you become an effective tutor and understand what is expected of you as a tutor. Two expectations that we have of you from day one is that you will treat your job responsibilities as a professional and that you will always act with integrity. As you know, integrity is part of the UCF Creed. So is excellence. We can not expect to attain excellence if we do not act with integrity in all that we do.

In order for our team to be successful, it is imperative that you communicate and work closely with the academic advisors and mentors of the student-athletes you will tutor. The three of you have the opportunity to significantly impact a student-athlete's welfare and assist in their academic and personal growth.

Throughout the year Jennifer Alger will meet with you individually and as a group to learn about your experiences and how we might continue to improve our Knight's Education Enhancement Program. Your insights are very valuable to our future growth and we hope you take advantage of these sessions to share your suggestions. As such, my door remains open to you if I can be of any assistance.

Thank you for joining our team. We look forward to a fun and successful year.

Sincerely,

Mark R. Gumble
Director, Academic Services for Student-Athletes

ASSA

is a multipurpose academic facility
specifically for student-athletes

The services offered include:

Academic Advising

Each student-athlete is assigned to a full-time academic advisor within Academic Services for Student-Athletes (ASSA). Advisors help students select classes in order to stay on track for graduation and to maintain their athletic eligibility per NCAA academic eligibility standards. Advisors also inform students about standardized testing requirements that are required of them to proceed with their academic development. The advisors work closely with the advising staff at each of the colleges at UCF to keep current with policy changes and course offerings. When students select a major they also meet with a major advisor to develop a plan that will allow them to maximize their potential in the classroom and within athletics.

Academic Support Services

ASSA offers a variety of support services to meet the specific needs of approximately 500 student-athletes at UCF. The Knight's Tutor and Mentor Program is one such service, which provides one-on-one academic mentoring and tutoring for all new and at-risk student-athletes and evening tutoring for over 40 classes available for all student-athletes. The SABRE Center, a computer lab and the Tutor Room, a study area for student-athletes, is opened six days a week (Sun 6-9 PM, Mon – Thu 8 AM – 9 PM, Fri 8 AM – 5 PM).

Additional ASSA Services

The ASSA staff provides several other special events and services to enhance the experience of being a student-athlete at UCF. ASSA staff members meet with prospective student-athletes and their families during official visits to help educate them on the various resources available at UCF. They also meet with students at the UCF Family Orientation, and host a separate session during orientation for student-athletes called Knight' Herald. Each ASSA Advisor teaches a freshman success course.

ASSA Mission

The mission of Academic Services for Student-Athletes (ASSA) is to support student-athlete's academic development, personal growth and career planning, while maintaining satisfactory progress towards their degree. ASSA collaborates with the Athletic Department, Student Development and Enrollment Services, the National Consortium for Academic and Sports, the University of Central Florida's colleges, faculty and student support services, along with several Orlando area organizations. Student-athletes are encouraged to take personal responsibility for their success by engaging in proactive programming, open communication, positive role modeling, structured support services and community service opportunities.

Can You Tutor at ASSA?

The following qualifications are required to be employed as a tutor by ASSA:

- Anyone can tutor a class in which they received a B or higher (Preference is given to those with 60 credit hours or more) and at least sophomore status.
- No regular, full-time employee who is paid bi-weekly can tutor.
- If you are an R.A., T.A., or G.A., you can only work so many hours a week and your status will be determined on an individual basis.

**Please note your employment as a tutor for ASSA is on a semester to semester basis and is based on ASSA's needs for specific classes, your availability as it coincides with our student-athlete availability, and your continued academic success.*

ASSA Staff

Mark Gumble
mgumble@mail.ucf.edu
Director of Academic Services

823- 5897

Jennifer Alger
jalger@mail.ucf.edu
Academic Advisor
GA: Sally Massini

823- 2427

SPORTS:

Baseball
Men's Basketball
Volleyball

Kristy Belden
kbelden@mail.ucf.edu
Academic Advisor
GA: Lindsey Black

823- 3840

SPORTS:

Football
Men's & Women's Golf

Sarah Hill
schill@mail.ucf.edu
Academic Advisor
GA: Falisha Finke

823- 1515

SPORTS:

Women's Basketball
Women's Soccer
Rowing

Eric Coleman
ecoleman@mail.ucf.edu
Academic Advisor
GA: Anne Kizer

823- 0550

SPORTS:

Softball
Track & Field

Sarah Parbel
sparbel@mail.ucf.edu
Academic Advisor
GA: Paul Fitzpatrick

823-1521

SPORTS:

Football
Men's Tennis
Rowing

Lisa Moser
lmoser@mail.ucf.edu
Learning Specialist
GA: Lacey Latimer

823-1525

All Sports:

ASSA Sabre Center/ Tutor Room Hours

Fall & Spring Semester Hours

Monday through Thursday

8:00 a.m. to 9:00 p.m.

Friday

8:00 a.m. to 5:00 p.m.

Sunday

6:00 p.m. to 9:00 p.m.

Job Description

ASSA Tutor

Job Summary

Provide instructional support in academic content areas for students.

Supervisor

Eric Coleman, Coordinator of Academic Services, Academic Services for Student-Athletes

General Responsibilities

1. Assist students to understand course material while promoting independent learning during individual sessions.
2. Report to all tutoring sessions on time and ready to work.
3. Prepare and submit accurate tutor report forms in a timely manner.
4. Maintain a high level of knowledge in academic content area.
5. Be familiar and follow the policies and rules of ASSA set forth in this manual.
6. Maintain the confidentiality of a student-athlete's academic situation.
7. Work with the ASSA staff to ensure success of the student.
8. Additional duties assigned by the Academic Services Advisor.

Role of the Tutor

- Help the student-athlete understand his/her class work.
- Develop a professional relationship with the student-athlete. Do not hesitate to demonstrate concern.
- Avoid socializing with student-athletes after hours. This will enable you to maintain your role as an authority figure to the student-athlete.
- Evoke and promote the student-athlete's ideas, rather than contribute your own.
- Maintain ethical integrity in accordance with the rules of the NCAA, Conference USA, UCF, and ASSA.
- If you feel a student-athlete has not done his/her work, please contact Jennifer Alger or the student-athlete's Academic Advisor immediately.
- Complete your schedule through the end of the semester. Tutoring for ASSA is a semester commitment.
- Fill out a tutor report on Tutor Trac after every session for each student-athlete you tutor (even if he/she does not attend). It is important for the Academic staff to have accurate information on the student-athlete's progress.
- **Confidentiality in ALL AREAS regarding the student-athlete is vitally important.**

Expectations and Qualities Of an Effective Tutor

- If you have a scheduled weekly meeting time, it is your responsibility to meet on a regular basis at that arranged time.
- Obtain a copy of the course syllabus from the student-athlete during your first meeting. Become aware of the class objectives and assignments, due dates, and reading requirements.
- Be prompt, prepared, and organized.
- Provide positive feedback for the student-athlete on accomplished work.
- Encourage the student-athlete, and be patient with him/her. Every student works at a different pace, so positive motivation is important.
- NEVER do a student-athlete's work for him/her. Our program works WITH the student-athlete, not FOR the student-athlete. If you feel as though the student-athlete expects you to do his/her work, please contact the tutor coordinator or his/her advisor immediately.
- Create a professional relationship, and be consistent in attending your tutoring sessions.

Tutoring can be a rewarding job, especially when your work leads to a student-athlete having success in the classroom.

STUDENT-ATHLETE TUTOR EVALUATION FORM

	Tutor _____		
Name (First & Last)			
Semester	Fall _____	Spring _____	Summer _____
Sport			
	Below Average	Average	Above Average
Tutor's knowledge of subject			
Tutor's ability to explain subject			
Tutor's enthusiasm for subject			
Tutor's patience with explaining subject			
Tutor's contribution to your overall academic performance			

Would you want to see this tutor again?

Any other comments about this tutor?

Overall, do you feel that you benefited from the tutoring program? Please comment

~Please explain your answer~

Please use the space below to make additional comments regarding the Tutoring Program as well as any other suggestions you have:

Payroll Paperwork

All payroll paperwork must be turned in prior to getting or starting your tutoring assignments. Payroll paperwork includes:

- An application
- Federal tax form (W-4)
- Employment Questionnaire
- Personal Data Sheet
- UCF Loyalty Oath (must be notarized, there are notaries on our staff)
- Direct Deposit Form
- I-9 (obtained in the Old Wayne Densch Room 110)
- In-House Student-Athlete Tutor/Mentor Application

Time Sheets

After every session, please record your tutoring time on a time sheet. All partial hours worked must be submitted in quarter hours (.25=15 minutes, .50=30 minutes, .75=45 minutes).

Time sheets can be picked up from the files located in the Sabre Lab. It is important that the sheets are completed accurately, neatly, and fully including daily and weekly totals, signature, and date.

Time sheets should be turned in every other Tuesday by 5:00 p.m. to Tina Davia, Office Manager. You can turn in time sheets to the envelope located on the door of Room 103A.

Please be advised that you **MUST** complete a time sheet. Failure to complete a time sheet could result in a failure to be paid.

It may take 2-4 weeks for you to receive your first paycheck. Please turn in time sheets in a timely manner to expedite this process. There is no minimum number of hours you can work in a week; however, there are maximum limitations.

Pay

- The pay for tutors is based on an hourly rate:

\$7.21 per hour for undergraduates

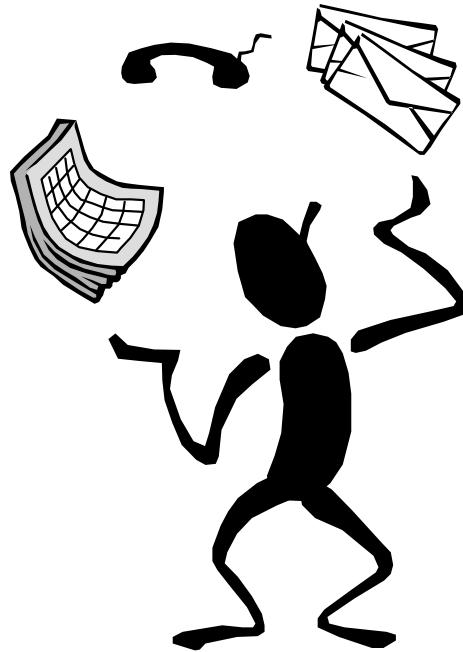
\$8.50 per hour for graduates

- NO additional pay is given for simultaneously tutoring two or more students.
- Direct deposit is mandatory. You must complete a direct deposit form before you can get paid.
- You can inquire on the status of your pay on the UCF portal located at www.myucf.edu. Please locate the employee self-service tab located under staff applications.
- If you work another job on campus, your pay from both jobs will be combined into one check. Graduate students need to have additional paperwork completed to work in more than one department at UCF.

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Preparation

- Tutors must have an interest in helping the student-athlete become successful. Sometimes this requires doing preparation work outside of the tutoring session.
- Preparation work could include reading the text; creating study guides, summaries, reviews, or mock exams; attending music concerts or speeches; and watching videos.
- You can be paid for preparation time. Preparation time may be indicated on the time sheet in the appropriate box. To be paid for preparation time, the tutor must attach a copy of work (i.e. mock exam, study guide, study sheet, etc) to the time sheet.



General Procedures

- ❖ The amount of tutoring depends on the availability of subjects you can tutor, the demand for tutors in those subjects, and scheduling congruence. WE CANNOT GUARANTEE HOURS.
- ❖ The student-athlete should be here for every session. If the student-athlete is 15 minutes late, they are considered absent. Likewise, if a tutor is 15 minutes late, they are considered absent.
- ❖ Between the hours of 8:00 a.m. and 9:00 p.m., all tutoring sessions must take place in the Tutor Room. In general, tutoring will take place Sunday - Thursday from 6:00 p.m. – 9:00 p.m., but independent appointments will be made as needed by the tutor coordinator.
- ❖ When you are meeting a student-athlete for a scheduled tutoring session and the student-athlete does not show, you will be paid for one hour. Please indicate in Tutor Trac that the student was a “No Show”. In evenings, during walk-in hours the tutor will be required to wait 50 minutes to offer additional help as needed by students unless dismissed by the lead tutor.

General Strategies

- Use the course materials as the source of information in the tutoring session, not your understanding of them.
- An important component of learning is having the tutee explain what he/she has just learned.
- Sit side-by-side with a tutee, with the work in front of the tutee or in between the two of you. Sit to the right of a right-hander, and to the left of a left-hander.
- **NEVER WRITE ON A STUDENT'S PAPER**, as this is considered academic fraud!! Take notes on another sheet of paper, and then explain them to the student-athlete.
- Use follow-up statements, restatements, and empathetic statements to promote the tutee's opportunity to define his/her problems.
- Teach the tutee to edit his/her own work. Promote independent learners.
- After identifying the task of the tutor session, break the task into parts.
- Identify the underlying thought processes that are needed to complete the task, and tutor to those. Do not just tutor to find a particular answer- concentrate on the general steps of getting an answer.
- Have the tutee summarize the underlying thought processes at the end of the session. This helps the tutee develop and remember skills that will help him/her perform the task again independently.
- Give praise when deserved.

“DO NOTS”

DO NOT... Contact faculty or teaching assistants.

DO NOT... Go to a student-athlete's room, house, or apartment. If you need to meet him/her outside of ASSA for tutoring purposes (i.e. library, campus computer lab), you must get prior approval from the student's Academic Advisor though it is unlikely that such approval will be granted.

DO NOT... Gossip or talk about student-athletes to other students, faculty, media, or the general public.

DO NOT... “Save” the student-athlete. Responsibility falls on the student's shoulders. They need to be responsible for getting assignments done and handed in on time, ON THEIR OWN.

DO NOT... Let the student-athlete become dependent on you. Encourage and teach the student-athlete to be an independent learner.

DO NOT... Share previous class notes, work, or tests with the student-athlete.

DO NOT... Allow the student-athlete to cancel a session. All tutor session changes need to be approved by the student-athlete's Academic Advisor or a graduate assistant. Therefore, inform the student that he/she must discuss canceling a session with the appropriate individual. If you do not hear from the advisor and the student-athlete does not show, please indicate in Tutor Trac system that the student was a no-show.

DO NOT... Accept disrespect or apathy from a student-athlete. Immediately notify his/her Academic Advisor.

DO NOT... Speculate what you feel a student-athlete's grades should be. You are there to help the student-athlete understand the material, not give a grade.

DO NOT... Forget to notify Jennifer Alger, Tutor Coordinator, at least a day in advance (or by 3:00 p.m. for evening sessions) if you will be late or absent. Disciplinary actions will occur for tutor “no-shows”.

Fraternization/Prior Relationships

- The mentor or tutor relationship should be primarily professional. Involvement with an SA should only be related to tutor/mentor responsibility.
- Intimate relationships are strictly prohibited.
- Any sort of flirting or improper behavior during sessions is strictly prohibited.
- Any pre-existing relationship with a student-athlete must be documented. If you have a pre-existing relationship with a student-athlete, please inform the Learning Specialist/Advisor. The nature of the relationship will be discussed and it will be determined how to best proceed. DO NOT try to hide this, as it will eventually get uncovered, and will result in immediate dismissal.
- Fraternization of any sort is NOT ALLOWED!
 - Do not attend social events that SA's will be at
 - Do not discuss personal problems, issues, or anything to do with your personal lives
 - Do not phone/text message when it is not related to your sessions
 - This also includes online relationships – do NOT add SA's on Facebook, MySpace, etc.
 - If you are out (at a bar for instance) and an SA comes to the same establishment, you are expected to leave.

Before the Tutoring Session

- Make sure you arrive on time for the scheduled tutor session.
- Wait in the Tutor Room for the student-athlete.
- Make sure that both you and the student-athlete have checked into Tutor Trac prior to the tutoring session.
- When both you and the student-athlete are present, give a friendly and warm welcome.
- Develop a strategy for each session (HAVE A PLAN!).

During the First Session

- Obtain a copy of the class syllabus from the student.
- Discuss general interest.
- Ask student what is easy? What is difficult?
- Ask student what learning style they prefer?
- Ask student to write goals and what he/she hopes to accomplish from the tutoring session.
- Ask how the student feels about making mistakes and other fears?
- Make observations. As the student works, watch and take notes. Notice whether he/she reads directions, follow directions, refers to class notes or text to figure out an assignment, speed of completing assignment, accuracy of completing assignment, etc. Do not interrupt the student, but make notes of strengths and weaknesses.
- At the end of the first and all sessions, review what was done, what his/her goals are for the next session and give written directions/assignment of what needs to be completed before next meeting. For example, read pp 23-45 as listed on your history syllabus.

During the Tutoring Session

- Keep in mind: The ultimate goal is student learning!!
- Make sure both the tutor and the student have the same schedule of meeting times. If there are any conflicts, discuss these with the Academic Services Advisor or the appropriate Academic Graduate Assistant.
- Use casual conversation to make both of you feel at ease.
- Discuss what is to be accomplished at the start of each session, and what is expected of both the tutor and the student-athlete. Review events from the last session, and determine what the student-athlete wants to accomplish during the current session.
- See if the student brought all needed materials to the tutoring session, such as books, class notes, homework, etc. If the student-athlete is not prepared, then please note on the Tutor Trac report.
- Go over homework problems with the student, helping him/her to understand any problems that were not completed correctly.
- Go over class notes with the student. Encourage him/her to summarize class notes in his/her own words to promote learning.
- Provide positive feedback.
- Make every attempt to motivate the student. Ask questions such as why, how, what.
- Guide him/her through the learning process. Stimulate intellectual curiosity by developing strategies and techniques to enhance learning.
- **Be patient. It will take time to develop a rapport with the student.**

After the Tutoring Session

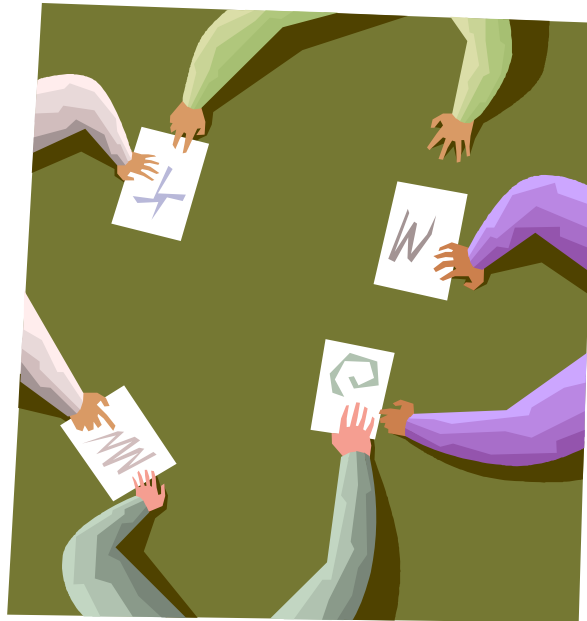
- Make sure that the student has a plan for additional study.
- Mention the next scheduled time to meet. Have student follow up w/advisor or GA to schedule session.
- Give the student any assignments to do before the next meeting.
- **MAKE SURE YOU CORRECTLY AND ACCURATELY COMPLETE THE TUTOR TRAC FORM SUMMARIZING THE SESSION!**
- Note any information the Academic Advisor needs to know in the Tutor Trac System.

Tutor Trac Reports

The Tutor Trac reports are the information link between you (the tutor) and the academic staff. The reports must be completed for each student-athlete you tutor after each session. Your comments provide a record of your evaluation of the student-athlete's preparation for the session, the effectiveness of the session, and your recommendations. Please complete this report the day of the session. If it is completed in days to follow, the information may no longer be helpful.

A tutor's accurate evaluation of each session with a student-athlete is vital. **The academic staff reviews the evaluations and recommendations to determine where academic assistance can be provided and what intervention may be necessary.**

A tutor's evaluation also functions to hold the student-athlete accountable for his/her role in the success of the session, and in the learning process.



TUTORTRAC GUIDE

<http://tutortrac.assa.sdes.ucf.edu/TutorTrac/Default.html>

User name: first letter of your first name and full last name. Example: Jennifer Alger would login as **jalger**

Password: assa

Tutor Specialties (subjects)

To apply a specialty to a tutor:

1. Go to.... (top of screen)
2. Edit Contact Info
3. Scroll down to {assa tutoring}, under available specialties
4. Click on specialty on left to select it
5. Click the Add (>) button to add the specialty to the tutor record
6. Click the save button to save changes

To remove a specialty to a tutor:

1. Go to.... (top of screen)
2. Edit Contact Info
3. Click on specialty on the right to select it
4. Click the Remove (<) button to remove it from the tutor record
5. Click save button to save the changes

Availability

Your availability has already been entered. You can now modify it if you wish. At this time all of your availability is listed. If as the semester progresses and you meet the hours you wish to tutor, you are free to remove time slots with the approval of Eric Coleman

Week Schedule

1. Go to.... (top of screen)
2. Week Schedule

The week schedule allows the user to view the tutor's schedule for the week. It displays Monday through Sunday and allows the user to edit (create availabilities and appointments) the tutor's schedule from this page.

To go to the desired date one can scroll through the pages, or click on the date at the top and type in the date you want to search...

Creating Availability

To create availability, click on the 'Create Availability' link on the right hand side.

Start Time (required)

Enter the time that the availability will begin. To enter a time, type the number and specify whether it is am or pm.

Duration (required)

The duration is the number of hours the availability lasts. Multiple appointments will break off the total duration.

Type (required)

ONLY SELECT

P- Private Session

Group Reason (required)

Click {assa tutoring}

Recurring (required)

Under Type

ONLY SELECT

Weekly – and then type in the number of weeks remaining in the semester

Check split this availability in to increments on (type in) 1 hour

* To return to previous screen, click Return in the corner of the screen, and then refresh the screen.

Deleting Availability

Let's say you want to remove the Wednesday 11:00 – 12:00 pm availability. Go to Wednesday and click on the 11:00- 12:00 pm block of time to open the availability. Then click the Delete button, and then click the Return button in the upper-right corner of the screen. (This will only delete one week at a time) To permanently delete the availability, click on the 11:00- 12:00 pm block of time to open the availability. In the Recurring information, change the Total Remaining to 0 and click save. Then click the Delete button, click Return in the upper-right corner of the screen, and refresh the screen.

Creating an Appointment

ALL appointments will be recurring weekly. This will mostly be done by the advisors

1. Find a day and a time that is convenient for both you and the student.
2. Next to the selected time click on P – Click to schedule
3. First, find the student by entering their PID in the New Appointment for the field in the upper right corner of the page and click Find Student. The student's name and ID is then displayed in the upper left corner of the page.
4. The tutor and date cannot be changed from this page
5. Change Duration (hours) to 1
6. Select the subject the student wishes to be tutored in the request in field
7. Under Center go to ASSA Tutoring
8. Save appointment

Concluding the Appointment

Log into TutorTrac, and click on the students name you have just tutored.

1. Under status check either Attended, Missed or Canceled
2. Enter the In and Out time
3. Enter the Subject tutored
4. Enter additional comments
5. To the left of additional comments click {assa tutoring}
6. Click Save Appointment

Tips from Former Tutors

- YOU are in charge of the session, NOT the student-athlete.
- Give the student your undivided and sincere attention every session.
- Keep a folder for each student you tutor, including his/her class syllabus, plan sheet, and any summary of lessons and plans for next meetings.
- Have the student communicate the types of problems he/she is experiencing.
- Find out how much of the text the student has read, and then ask questions to assess understanding.
- Ask how often he/she attends class.
- Ask what he/she did in the previous class. Have them explain the professor's expectations for the class.
- Have him/her read notes, text, or attempt a problem or theory (evaluate his/her understanding and explain concepts or problems step-by-step).
- Review notes- Stress note taking skills.
- Find out where the student-athlete feels the instructor is drawing his/her questions.
- Encourage student-athletes to attempt to complete assignments before coming to each tutoring session.
- Whenever possible, try to keep the tutoring session ahead of the class. This allows the student-athlete to be familiar with material when it is introduced in class. Hearing the material twice, and then reinforcing understanding with additional questions during the next session encourages independent learning.
- Have the student-athlete ask questions promoting discussion.
- Admit when you do not know all the answers, and figure out a way to find them.
- Use materials in simple language but do not use juvenile materials.
- Use a multi-sensory approach. Think of ways a student can visualize, hear, touch, and move around to learn a new idea or concept.

Emphasizing Study Skills

- Emphasize to the student the importance of establishing good rapport with every professor and introducing him/herself early in the semester.
- Encourage the student to make appointments with their professors outside of class throughout the semester.
- Stress the need for classroom attendance.
- Let the student use the whiteboard in the tutor room. Ensure active involvement in the learning process.
- Allow the student to develop an outline or plan of attack for completing assignments.
- Review what the student has already accomplished if he/she appears anxious.
- Help the student set obtainable and realistic short-range goals.

Have the Student-Athlete Show You...

What the assignment is asking him/her to do.

What he/she needs to do to complete the assignment.

What he/she is supposed to know after doing the assignment.

How long he/she has to complete the assignment.

Which concepts he/she does not understand.

Typical Situations & Suggested Approaches

The following are examples of some possible situations that you may encounter as a tutor here in ASSA. Included are some suggested approaches to deal with these situations. However, when in doubt or not comfortable addressing the situation with the student-athlete, contact the Academic Services Counselor.

Situation #1

The student-athlete is consistently late or absent from tutoring session.

Possible reasons:

- Student-athlete does not feel he/she needs tutoring.
- Student-athlete does not value the privilege of receiving tutoring.

Possible approaches:

- Discuss the problem with student-athlete.
- Fill out tutor report form with this information.
- Discuss with the Academic Services Counselor, if problem persists.

Situation #2

The student-athlete states, “I have nothing to work on.”

Possible reasons:

- Student-athlete may want to leave the session early.
- Student-athlete may be insecure and feel that he/she has nothing to contribute.

Possible approaches:

- Explain to the student-athlete that tutoring sessions are not just for homework but an opportunity to study and get a better grasp of the material.
- Have student-athlete make flashcards, a review sheet, or a study guide for the chapter just covered in class.

Situation #3

The student-athlete continually wants to talk about personal matters instead of schoolwork.

Possible reasons:

- Discussing personal matters is a way of avoiding academic work.
- This social interaction allows the student-athlete to avoid exposing what he/she perceives as a shortcoming.

Possible Approaches:

- While it is important to develop a working relationship with the student-athlete, the tutor should avoid becoming the student-athlete's buddy or advisor.
- If the student-athlete continues to bring up personal matters, go over the purpose of the tutoring session and set specific goals.

The student-athlete should leave a session feeling some sense of academic success.

Tips for Taking Different Kinds of Exams

Objective Exams

- Respond to all questions
- Read all answer choices
- Watch subtleties of wording
- Watch for multiple concepts
- Check your work

Problem Exams

- Make notes
- Work the easiest problems first
- Work problems one step at a time
- Do all of a problem that you can
- Be organized
- Check your work
- Be neat

Essay Exams

- Read all the questions before answering
- Answer the easiest questions first
- Concentrate on one question at a time
- Understand the questions
- Answer all parts of the question
- Make an outline
- Get to the point
- Include specifics
- Be neat
- Allow room to expand
- Check your work

Tutoring a Lecture Class

- Review class notes
- Review related text material
- Tie the two together
- Quiz the student-athlete on material covered in previous sessions
- If the student-athlete knows it, move on; if not, review.

Tutoring a Quantitative Class

- Promote discussion of the problems
- Develop mock quizzes, tests, and problem sets

MAKE SURE THE STUDENT-ATHLETE IS ATTEMPTING TO DO THE PROBLEMS ON HIS/HER OWN!

Tutoring an English/Writing Class

- Discuss thoughts and ideas
- Make an outline and work from it
 - Review and proof paper

DO NOT WRITE ON A STUDENT-ATHLETE'S PAPER!!

On-line Courses

As all universities increase the number of on-line courses offered to resident students, many questions arise regarding the monitoring of these courses. The University of Central Florida Athletics Department realizes that these courses are a benefit to the many student-athletes who must travel extensively during their sports season; however, we must make our student-athletes aware of the perils and pitfalls related to taking academic work on-line.

All student-athletes enrolling in on-line (via the internet) courses must adhere to the following policies:

- The student-athlete must adhere to an honor code that is simple and only states that the student-athlete will do all of the work in the course on his or her own and not work with any unauthorized individual(s) in completing the course work.
- The student-athlete will report any concerns regarding an on-line course to his/her counselor in ASSA.
- Each student-athlete must realize that it is his/her responsibility to keep a record of all work done in an on-line class in case a question arises regarding that student's work in any on-line course.

Take Home Exams

No tutor is permitted to help students with take home exams unless cleared to do so by the instructor. Students **MUST** get permission from their instructors before tutors can provide them help with take home exams. Tutors need to speak with a student's academic counselor to see if the student has obtained permission to receive help with the take home exam from his/her instructor.

Typing

We do not permit tutors to type papers for student-athletes. This practice is prohibited because student-athletes must pay for typing services due to NCAA guidelines, which may place tutors in an awkward position. If a student needs someone to type his/her paper due to a temporary disability (i.e. broken arm), please inform the student's academic counselor or the academic services counselor so that they can find someone to provide typing services for the student.

Disciplinary Policy for Tutors

If a tutor misses a tutoring session or is more than 15 minutes late for a session without notifying the Academic Services Counselor within the appropriate time frame, the following disciplinary actions will be taken:

1st incident- Tutor will be issued a Verbal Warning, which is documented.

2nd incident- Tutor will be issued a Written Warning and is subject to Termination.

3rd incident- Tutor will meet with the Director of ASSA to determine future employment.

As stated, a tutor must notify the ASSA, Tutor Coordinator at least a day in advance if he/she will be late or absent.

Termination

Dismissal may result for the following:

- Failure to follow the rules outlined in this manual
- Falsification of timesheets
- Failure to keep tutoring appointments or being consistently late
- Failure to maintain the confidentiality of a student-athlete's academic situation.
- Doing work for a student-athlete.

Plagiarism and Cheating

The University of Central Florida Office of Student Rights and Responsibility defines plagiarism and cheating through the *Golden Rule*:

Academic Dishonesty/Cheating

a. Cheating is a violation of student academic behavior standards. The common forms of cheating include:

i. Unauthorized assistance: communication to another through written, visual, or oral means. The presentation of material which has not been studied or learned, but rather was obtained solely through someone else's efforts and used as part of an examination, course assignment or project. The unauthorized possession or use of examination or course related material may also constitute cheating.

ii. Commercial Use of Academic Material: Selling notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the University and the Instructor is a violation of this rule.

iii. Plagiarism: whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

iv. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

PUNISHMENT

If you get caught for an act of Academic Dishonesty or Cheating, your instructor has the freedom to apply one or more of the following outcomes.

Typical outcomes include:

- Academic penalty (usually an F) on the assignment
- Academic penalty for the course (usually an F)

- Your instructor may send your case to the Office of Student Conduct for informational purposes only. If there are multiple reports, your case will automatically be investigated and adjudicated.
- Your instructor may send your case to the Office of Student Conduct for formal adjudication.
- If your case goes through the Student Conduct Review Process, you will likely receive a suspension or expulsion from the University.

*****If you believe that the student-athlete has violated this code, please contact the Tutor Coordinator IMMEDIATELY! If it is found that the tutor has violated this policy, he/she will be dismissed IMMEDIATELY! *****

Discrimination/ Sexual Harassment

The University of Central Florida values diversity in the campus community. Accordingly, discrimination on the basis of race, sex, national origin, religion, age, disability, marital status, parental status, or veteran's status is prohibited.

Sexual harassment, a form of sex discrimination, is defined as unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or enrollment;
- Submission to or rejection of such conduct by an individual is used as the basis for employment or enrollment decisions affecting such individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's work performance or enrollment, or creating an intimidating, hostile, or offensive working or academic environment.

Sexual harassment is strictly prohibited. Occurrences will be dealt with in accordance with the guidelines above and university rules. Employees, students, or applicants for employment or admission may obtain further information on this policy, including grievance procedures, from the Equity Coordinator. The Director of the Office of Equal Opportunity and Affirmative Action Programs is the campus Equity Coordinator responsible for concerns in all areas of discrimination. The office is located on the main campus, in Millican Hall 330, Orlando, FL 32816-0030. The phone number is 407-UCF-1EEO. Policies and guidelines are available online at <http://pegasus.cc.ucf.edu/~eeo/>.

NCAA/CONFERENCE USA

Reminders for Tutors


As a tutor, you have a great responsibility for helping to maintain the academic and athletic integrity of the institution. While your position may not require you to be around the athletic department a great deal, you are considered a representative of the institution generally and the athletic department more specifically. Accordingly, you are responsible for acting in compliance with the NCAA/CONFERENCE USA rules. **FAILURE TO BE FAMILIAR WITH THE NCAA RULES COULD LEAD TO A RULES VIOLATION, WHICH COULD RESULT IN YOUR INSTITUTION BEING PLACED ON NCAA PROBATION.** Therefore, to assist you in acting in compliance with the rules, below you will find a brief review of relevant NCAA rules and the related interpretations. This list is designed to provide you with some guidance but is far from exhaustive. Use this list as a guide, but always ask the Compliance person on your campus if you have any questions with regard to NCAA permissible activity. The integrity is relying on you.

As a starting point, **NCAA Bylaw 16.3.1.1- Academic Counseling** states that Division I institutions shall make available general academic counseling and tutoring services to student-athletes. Such counseling and tutoring services may be provided by the department of athletics or through the institution's non-athletics student support services (adopted 1/10/91; revised 4/25/02; effective 8/1/02). In this light, the NCAA has specifically set forth permissible activities that an institution may finance in the area of academic and support services.

As a tutor, you must be familiar with the terms of NCAA Bylaws 16.3.1.1. While it is obvious, it warrants repeating, that as a tutor, you may not type papers, write papers, complete projects, or arrange for a student-athlete to receive special academic treatment as a result of the student's status as an athlete.

An "extra benefit" is any special arrangement by any institutional employee or representative of the institution's athletics interests to

provide a student-athlete or the student-athlete's relative or friend a benefit not expressly authorized by NCAA legislation (NCAA Bylaw 16.02.3).



Examples of special arrangements specifically prohibited under NCAA legislation include, but are not limited to: a special discount, payment arrangement or credit on a purchase, a loan of money, and the use of an automobile. Furthermore, the provision of any type of material item (such as a birthday gift, meals or lodging, loan of money, Christmas gift, etc.) by a staff member to a student-athlete could result in an NCAA violation.

As a tutor, you may be placed in a situation where you want to give a student-athlete or student-athlete's family a gift. PLEASE REFRAIN FROM DOING SO. As well, you may have an opportunity to develop good working relationships with some student-athletes. Accordingly, you may want to do a nice gesture for the student-athlete. PLEASE REFRAIN FROM DOING SO.

Any questions you may have regarding any of the above, please make sure you ask a staff member before doing anything.

Miscellaneous Items

UCFAA Social Networking Policy – Use of Message Boards, Blogs, Chat Rooms and Internet Postings

Guidelines

Student-athletes are precluded from having pictures or statements that could be deemed inappropriate as determined by UCF or the UCFAA. Examples include but are not limited to:

Visible/identifiable alcohol and other drugs (AOD's) and paraphernalia;
Sexually provocative and explicit photographs;
Vulgar/obscene language;
Comments that ridicule, mock or criticize any person or groups of people.
Comments that reveal the mental or physical condition(s) and or well being of teammates or other UCF student-athletes.

Suggestions

It is recommended that student-athletes do not share the following information with others when using Message Boards, Blogs, Chat Rooms, and Internet Postings:

Date of Birth
Phone Numbers
Address
E-mail address
Class schedule
Any other personal information that could jeopardize your well-being

Sanctions (against established Guidelines)

First Strike - Coach is notified and s-a is required to take the prohibited pictures or statements off the posting.

Second Strike - Letter of reprimand to coach and s-a. S-A is not allowed to have any postings on any internet site.

Third Strike - Loss of privileges as determined by the Athletics Director, including but not limited to, the recommendation of loss of athletics aid and/or competition.

Personal Conduct

Tutors are expected to conduct themselves in an appropriate, professional manner at all times with student-athletes and the ASSA staff. Similarly, socializing with student-athletes outside of the office (i.e., attendance at private parties or social events) is strongly discouraged. Any questions concerning these guidelines should be addressed with the Academic Advisor.

Dress Code

Casual dress is acceptable, however, please remember you are working in a professional setting; therefore, dress that distracts from work is unacceptable. No other university's apparel may be worn. You are a representative of the University of Central Florida.

Copier and fax machine

Personal copies and faxes are not permitted. Please ask an academic advisor if there is an emergency regarding the use of the copy machine.

**University of Central Florida
Academic Services for Student Athletes
Tutor Contract**

Name _____ PID _____

Address: _____

City/State/Zip Code: _____ Home Phone: _____

This contract is effective during the Fall _____ Spring _____ Summer _____ semester.

1. As a tutor for ASSA, I will be paid at the rate of \$7.21/hr for undergraduates and \$8.50/hr for graduates.
2. I will be responsible for turning in a complete, legible and accurate time sheet every other Tuesday.
3. I will fill out a complete and accurate report in Tutor Trac after each session.
4. As a tutor, I am obligated to wait 15 minutes for a student-athlete for a tutoring session. If the student-athlete does not appear by this time, I must report the student as a NO SHOW in the Tutor Trac system, and remain in ASSA for 50 minutes to offer additional help.
5. I am expected to furnish an updated copy of my transcript (unofficial would be appropriate) within 30 days of this signed contract in order for the contract to remain valid.
6. I understand that tutors will NOT do work for the student-athlete.
7. I understand that the student-athletes I work with, Graduate Assistants and the Academic Advisors will evaluate my performance each semester.
8. I will maintain the confidentiality of a student-athlete's academic situation.
9. I understand that I must be punctual for all appointments. When it is absolutely necessary, I will cancel my appointments in at least 24 hours in advance. When canceling an appointment, I will follow the appropriate cancellation policy.
10. I agree to treat student-athletes with respect and maintain a professional relationship with them according to the ASSA Personal Conduct Policy.
11. I agree to follow the NCAA and ASSA regulations as stated in the Manual for Tutors and will follow all other policies and procedures as stated.

I AGREE TO AND UNDERSTAND THE TERMS OF THIS CONTRACT

Tutor's Signature _____ Date _____

Tutor Coordinator _____ Date _____