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INTRODUCTION TO THE ACADEMIC SKILLS CENTER

What Tutoring Service Does the ASC Offer?

The Academic Skills Center provides a variety of services to both students and faculty at UW-Eau Claire. The primary service is individualized diagnosis and tutoring in reading, mathematics, and study strategies, along with individualized and/or group tutoring in some science, foreign language, and other designated courses.

In all ASC programs, the primary objective is to assist students in becoming self-sufficient learners by providing them with the learning strategies necessary to be successful in all their courses:

The mission of the Academic Skills Center (ASC) is to provide academic support programs that facilitate liberal education and increase student retention and graduation rates. The ASC serves as a resource for students, faculty, staff, and administrators at UW-Eau Claire and emphasizes the process of learning, which enables diverse students to become independent, efficient, and confident learners.

How Do Students Get to the ASC for Tutoring?

Students are referred to the Academic Skills Center through a variety of sources. Faculty members serve as the major source of referral. Other sources include other units in Student Affairs and Academic Affairs (e.g. Services for Students with Disabilities, Student Support Services, Multicultural Affairs, Advising/New Student Initiatives) and deans of various colleges within the University. Many students also hear about the Academic Skills Center through class presentations, paper and email advertising, and word of mouth.

What Happens When Students Contact the ASC?

When students come to the ASC for the first time, a specially trained intake worker interviews them to gather information regarding educational needs and academic background. Based on this information, as well as standardized test scores, grades, and other pertinent data, the intake worker may recommend further diagnostic tests. All of this information is then used to recommend coursework, ASC tutoring, and/or other sources of help.

What is Supplemental Instruction?

Supplemental Instruction (SI) is a program offered by the Academic Skills Center for students in certain courses in lieu of tutoring. The SI leaders attend all lectures for the courses in the program and facilitate sessions that allow students to:

- compare class notes with others in the course
- review and discuss important concepts
- develop appropriate strategies for studying
- prepare for exams

All SI sessions are free. Students may attend as many as sessions as they would like and they do not need to sign up for sessions in advance. The schedule is posted online and on the intake bulletin board.
Where Else Can Students Go for Help?

For academic help, students should always be encouraged to talk as much as possible with their instructors and with other students in their classes. In addition, the intake worker can help you and your students identify places students can go for additional tutoring and support.

Students experiencing other kinds of problems, however, often need the help of various specialists available on campus. Always recommend your students to these specialists when you suspect a problem you are not qualified/trained to handle. For information on some of these special offices, see the table on the next page.
<table>
<thead>
<tr>
<th>SERVICE</th>
<th>ASSISTANCE AVAILABLE</th>
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<tbody>
<tr>
<td>Academic Advising and Testing</td>
<td>Advising for undeclared students and students considering changing their majors.</td>
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<tr>
<td>Schofield 226</td>
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<tr>
<td>836-3487</td>
<td></td>
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<tr>
<td>Nontraditional Student Services</td>
<td>Special advising services for students 24 years old and older, focusing on academic</td>
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<tr>
<td>Schofield 226</td>
<td>issues, financial aid, admissions, and other UWEC procedures.</td>
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<tr>
<td>836-3259</td>
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<tr>
<td>Office of Multicultural Affairs</td>
<td>Coordination of campus services for American minority students.</td>
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<td>Schofield 225</td>
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<td>836-3367</td>
<td></td>
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<tr>
<td>Career Services</td>
<td>Career exploration and development.</td>
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<tr>
<td>Schofield 230</td>
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<tr>
<td>836-5359</td>
<td></td>
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<tr>
<td>Center for International Education</td>
<td>Information on study-abroad programs and international students at UWEC.</td>
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<tr>
<td>Schofield 111</td>
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<tr>
<td>836-4411</td>
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<tr>
<td>Center for Writing Excellence</td>
<td>Assistance with writing for all courses.</td>
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<tr>
<td>McIntyre Library 2003A</td>
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<tr>
<td>836-2644</td>
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<tr>
<td>Counseling Services</td>
<td>Professional counseling for problems such as alcohol and drug abuse, stress management,</td>
</tr>
<tr>
<td>Old Library 2122</td>
<td>test anxiety, depression, and many others.</td>
</tr>
<tr>
<td>836-5521</td>
<td></td>
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<tr>
<td>Financial Aid Office</td>
<td>Information on scholarships, grants, loans, workstudy, non-federal student assistance,</td>
</tr>
<tr>
<td>Schofield 115</td>
<td>and student employment.</td>
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<tr>
<td>836-3373</td>
<td></td>
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<tr>
<td>Student Health Services</td>
<td>Ambulatory healthcare for students; information on disease management, health</td>
</tr>
<tr>
<td>Crest Wellness Center</td>
<td>education, illness, prevention, etc.</td>
</tr>
<tr>
<td>836-4311</td>
<td></td>
</tr>
<tr>
<td>Hibbard 220</td>
<td>Tutoring for Math 104, 215, 246 on a limited basis.</td>
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<tr>
<td>836-2007</td>
<td></td>
</tr>
<tr>
<td>Services for Students with Disabilities</td>
<td>Coordination of services for students with physical or learning disabilities.</td>
</tr>
<tr>
<td>Old Library 2136</td>
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<tr>
<td>836-4542</td>
<td></td>
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<tr>
<td>Student Support Services</td>
<td>Coordination of services for first-generation students and students from financially</td>
</tr>
<tr>
<td>Old Library 2136</td>
<td>disadvantaged backgrounds; access to developmental education courses.</td>
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<tr>
<td>836-4542</td>
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TUTORING

What is Tutoring?

Tutoring has been confused with many activities, including professional teaching and counseling. Since few ASC tutors are qualified teachers or counselors, distinctions between the tutor’s role and theirs are important.

Departmental instructors are the primary sources of formal instruction on this campus. They are trained to have a broad practical and academic knowledge of their field. Through homework assignments and classroom activities, they attempt to give the student a solid understanding of the course material. Unfortunately, teaching alone is sometimes inadequate. This is where a tutorial program can help. It can provide temporary, supplemental assistance to a student. Tutoring is temporary because tutoring should be a decreasingly dependent relationship. Tutees should be constantly encouraged to handle more on their own. Tutors can help, but real gains are only made when students change their attitudes and study habits. Tutoring is supplemental because a tutoring relationship should exist only when students are taking full advantage of their professors, textbooks, and other campus learning resources.

Just as the University provides professional educators, it also provides professional advisers and counselors. These trained specialists can be found in Academic Advising (S226), Career Services (S230), or the Counseling Center (OL2122). Tutors must leave to these professionals the task of helping students solve personal problems or answer questions of college direction and career choice. Untrained personal and social counselors often cause more problems than they solve. Tutors must be sensitive to problems and make their students aware of professional advising and counseling opportunities when necessary.

What May Tutors Expect of Students?

Tutors must expect progress—or an effort toward progress—from their tutees, especially progress toward independence. An improvement in study strategies or course work is satisfying to both tutor and tutee; however, progress may be more important when related to tutee independence and self-esteem than to grade point average.

If tutees are making an effort toward progress and are working conscientiously to solve their study problems, they will, with the tutors’ help, become more independent. A decreasingly dependent tutoring relationship will often not occur unless tutors make it clear that this is an important goal and one of their expectations of students. Tutors should state this expectation directly and facilitate this growth toward student independence by gradually increasing their demands on students until students can make it on their own. Generally, students must do their best to respond to increasing demands—again, with the tutors’ help.

More specifically, the students’ responsibilities are to:

- Help identify tutoring needs, if possible
- Attend all classes
- Keep all tutoring appointments
- Prepare for all classes and tutoring sessions by doing homework, reviewing, preparing questions, and identifying concepts not understood
- Evaluate the ASC and the services received
What May Students (and ASC Coordinators) Expect of Tutors?

Tutees sometimes have unrealistic expectations of their tutors. Allowing unrealistic expectations to remain for any length of time is not fair to tutors or tutees. It is important that the tutor be open with the tutee about services that can be provided and those that cannot.

For example, tutors are not emergency resources for test cramming; they are one source of continuing instruction meant to help avoid cramming. Tutors are not homework services to whom the student can present problems and receive answers; tutors are people who can demonstrate tools and methods to help tutees do their own homework. Continuous pushing and prodding is not the job of a tutor. Good tutors will offer encouragement and praise but will not nag. Tutees cannot expect tutors to answer (or even be able to answer) all questions the minute they are asked or to possess a professional knowledge of any UWEC course. Tutees can expect the tutor to be able to detect basic problems tutees are having and to help clear up some misconceptions about the course. In short, the tutee should expect most instruction to come from the course instructor and course materials.

Just as tutee and tutor have certain expectations of each other, so the ASC coordinators have expectations of tutors. Because most tutors give of their extra time to help, coordinators do not expect the type of dedication tutors will give to their careers. Coordinators do, however, expect an honest effort to meet the needs of the student. This includes creating a work schedule that allows prompt, regular attendance at tutoring sessions. This also includes adequate preparation for each tutoring session. Most important, coordinators expect tutors to create each tutor-tutee relationship in response to individual students’ needs. Without ignoring your own needs, you must put your students first during sessions and in your preparation for sessions. An honest effort also includes a willingness to become sensitive not only to academic problems but also to the non-academic problems that may contribute to them. Keep in mind that what appears to be a learning problem may really be a personal, medical, social, or vocational problem. For example, it is difficult for students to concentrate in class and to study when they have ulcers or when their parents are getting a divorce. Experienced counselors tell us that academic problems are often easier to admit and discuss than other problems; thus, students may not help tutors diagnose the non-academic factors affecting their work. When you suspect non-academic problems, suggest sources for help when you can. If you are in doubt or if you are having trouble handling a tutee’s problem (remember you are not a counselor), discuss the situation as soon as possible with your supervisor.

ROLE OF THE TUTOR

The peer tutor’s responsibility is to help the tutee learn how to learn on his/her own. Learning is a process of comprehension, application, analysis, synthesis, and evaluation, and tutors assist students to be actively involved in this learning process.

Tutors help tutees

- know the type of problem being solved.
- understand and use the vocabulary of the subject.
- understand examples given by the text and the instructor.
- practice the application of principles.
- realize that all learners make mistakes, but that learning from one’s mistake is a very effective way to learn.
- perform the work themselves.
- verbalize what they have learned.
Part of the reason that **peer tutoring** has been so successful is because students can often relate well to other students.

**Successful peer tutors**

- are friendly.
- are on time and are prepared.
- encourage the student to develop good examples/discover examples provided by the text.
- let the tutee do the work.
- are patient and provide appropriate “thinking” time.
- provide encouragement.
- check the tutee’s learning by having the student summarize information at the end of the session.
- are aware of and acknowledge cultural differences while treating tutees consistently.
- relate successful study strategies to the tutee.
- use a questioning rather than an answering strategy.
- pay attention and are sensitive to the self-esteem issues of each tutee.

**How Can Tutors Create and Maintain a Good Tutoring Relationship?**

The following information is adapted from *Peer Tutor Handbook*, Chippewa Valley Technical College:

1. **Relax and be yourself.** You have been selected as a tutor because you have qualities that will make you a positive role model for your students. Also, remember that you are tutoring your peers. While they have a weakness in one subject area, you may have a weakness in another area. Accept this, and use your strengths to help.

2. **Establish rapport.** Learn each other’s names. Be friendly and sincere in your efforts to understand your students as people—what their interests are, etc., as well as what kind of academic help they need. Create an atmosphere of mutual confidence.

3. **Respect your students.** Be non-judgmental, accepting their personal integrity without trying to change them to suit your own value system. Try for a non-patronizing relationship.

4. **Maintain confidentiality.** Information gained about your students’ weaknesses, handicaps, problems, test scores, grades, etc., is strictly confidential except as needed by your supervisor to assist with decisions regarding students’ needs.

5. **Be sensitive to the individual needs of your students.** Consider such things as instructors’ teaching styles and course demands. Learn about your students’ special sensitivities and learning styles as well as their particular interests and talents.

6. **Inform but do not intimidate.** Resentment blocks communication. Help students understand what they can expect, what you expect, and what instructors expect. Make them aware of the scope of the subject to be covered as well as of individual assignment requirements.
7. **Be positive but realistic.** Your students may have had little success in college and may need a rewarding experience. Give them realistic feedback concerning abilities and aptitudes they might not be aware of. Give realistic praise when it is earned. Criticism can destroy self-confidence. Point out errors casually and with acceptance. If necessary, teach and re-teach, but do not overemphasize the error itself.

8. **Encourage independence.** Do not become a crutch. Your students must always know that you are not there to do their thinking or their work. Let them know they must work hard to benefit from tutoring. Insist that they do their assignments, study on their own, and do their own thinking; otherwise, you might be doing them more harm than good.

9. **Be patient.** Never act annoyed or impatient with students’ progress or lack of it as long as students are trying. Learning is the task at hand. Your annoyance may just be a replay of previous negative educational experiences.

10. **Be attentive.** Observe students for verbal and non-verbal clues. Listen carefully to all of the messages they are sending regarding their feelings about what they are doing as well as their concerns with the subject matter and course requirements. If you do most of the talking, something is wrong.

11. **Probe.** Rather than feed them answers, probe or prompt students to remain in an active role in the tutoring process. Engage them in joint exploration of problems and concerns.

12. **Be a good explainer.** What is obvious to you may not be obvious to your students. Communicate at their level, give clear instructions, answer questions, use examples, repeat information, use diagrams or illustrations – whatever works for your students.

13. **Be flexible.** Adjust your tutoring style – mode of explaining, materials, etc. – to the students being tutored. Be resourceful in devising or trying new methods and approaches to learning the subject at hand.

14. **Encourage students to focus on learning how to learn.** Get them to concentrate on developing mental processes and study strategies rather than on getting answers alone. Encourage them to reflect on learning situations and evaluate their handling of those situations.

15. **Expect your students to keep scheduled appointments.** Resist schedule changes based on impulse or bad study habits. Not only does a strict schedule encourage students to develop good work and study habits, but it also avoids inconvenience for you.

16. **Be confident but ask for help when needed.** Do not hesitate to say that you do not know the answer. Tell your students that you will research the matter and get back to them at the next session – or better yet, have them do it.

17. **Be honest with yourself.** If, after a few sessions, you realize some of your students are not profiting from your tutoring, talk to your supervisor for help with a solution.

18. **Share your experience and knowledge.** Confer with other tutors in your field about particular techniques that work. Seek and give advice. Sharing similar problems and challenges can be very productive.
What Should Tutors Do the First Time They Meet a Student?

The first step toward effective tutoring is to learn about your students and how you can best help them as tutoring progresses. Thus, the most important goal for your first session with students is this:

Goal 1. Become acquainted with the student, the student’s academic areas to develop, and the student’s academic background and approach to learning.

The first tutoring session is often devoted to this purpose. Since a tutor may perceive problems differently than the student, it is important that the tutor watch, listen to, and question the student regarding areas such as learning, motivation, reading, and study strategies. Information obtained from questioning and observation is vital as you develop the student’s program and select tutorial strategies.

Since study strategies are often the cause of students’ problems, the following set of questions to ask may clue you to some concerns about students’ study habits:

- Where and when do you study?
- Do you survey the text before you read?
- Do you test yourself to see if you have comprehended the material as you read?
- Do you take notes or underline your text? How?
- Do you take notes in lecture? How?
- Do you review throughout the semester? When? How?
- Do you integrate text and lecture material?
- Do you have problems taking tests?

You can accomplish a lot more, however, as you work to learn about students, to diagnose their problems, and to consider possible solutions. Here are four more important goals for your first session:

Goal 2: Convey your interest in and empathy with the students.

Goal 3: Make tutoring expectations and policies clear to students and invite them to discuss their expectations.

Goal 4: Handle any administrative needs, such as completing forms, verifying schedules, etc.

Goal 5: Help students solve at least one problem (thus, building students’ confidence and motivation).
What Are Some Tutoring Methods/Strategies Tutors Can Use?

Within a single tutoring session tutors and students will have many different kinds of exchanges. To be adequately prepared for a session, tutors must be prepared to use a variety of tutoring structures. For example, if tutors discover that they are talking too much, they can change the situation by asking students questions and getting students to talk. Or, if tutors feel the sessions are getting dull, tutors might wish to analyze whether they spend too much time doing the same thing. Instructional strategies tutors may wish to incorporate into the tutoring session include:

1. **Tutor drilling a student.** Tutors ask memory questions in rapid succession. Students’ answers are brief and direct. In a drill, tutors and students spend little time explaining or analyzing. Drills are a good way to review quickly. They are most often used in courses such as foreign language, where immediate recall of information is very important.

2. **Tutor questioning a student.** Tutors ask different level questions. Questioning differs from drilling because questioning entails probing the depth of students’ knowledge, while drilling tests students’ ability to recall information. For example, tutors drill students on the circulatory system by asking students to name, describe, or define its parts. Tutors question students on the circulatory system by asking the student to analyze the relationships among its parts.

3. **Tutor explaining to a student.** Tutors briefly explain ideas or problems too difficult for the student to understand from reading or listening to a lecture. Tutors should never explain for more than a minute or two without asking the student questions to make sure the student understood (but do not ask simply, “Do you understand?”). If tutors talk for a longer period, they are lecturing, and tutoring is not lecturing. When explaining, tutors use examples as often as possible and ask students to apply the ideas or problem. At the end of an explanation, tutors should question and drill to make sure students thoroughly understand.

4. **Student explaining to tutor.** Tutors change the emphasis from tutor to student by asking brief questions requiring explanations from students. This technique is especially valuable when students ask the tutors questions for which tutors feel students should know the answer. Tutors ask questions that help students understand and answer the question. By explaining, students become more confident of, thorough with, and efficient with their knowledge. Socrates and the Buddha, two great teachers of the past, used this method very skillfully.

5. **Student questioning tutor.** Students often ask for explanations. Tutors must keep explanations brief, always placing the weight of learning on students.

6. **Student writing or problem solving.** Tutors give problems or sample questions to students to work through during sessions. Tutors should be ready to give assistance as needed at each step of the problem-solving process, encouraging students to do their best at — and to understand — every step. Students will reveal misunderstandings or weaknesses while working on the problems, thus giving tutors an indication of which particular areas need additional work. This is a good opportunity for tutors to model how to use notes and the textbook effectively.

7. **Students questioning and explaining to other students.** When working with pairs or groups of tutees, facilitate their talking to and helping each other as much as possible within tutoring sessions.
What Can Tutors Do When There Seems To Be Nothing To Do?

Students sometimes skip sessions, claiming there is nothing to do because they have just had a test or they have no questions. But this reason is not valid. For students needing tutoring to meet their goals, there is always something to do, such as:

- If students do not have questions, quiz them orally. Start with recall questions and work toward questions challenging their understanding of concepts and relationships among concepts. This will nearly always reveal topics with which students need help.

- If students have truly mastered some material, move on to other material, even if it means previewing material that has not yet been covered in the course (see next item below). If previewing is not useful, you can review; many courses have comprehensive midterms or finals, and regular review aids the memory and the connection of old and new material.

- If students have just taken a test and haven’t begun “new material” in class, help them preview and orient themselves to the new material the class will begin soon. What do they know about it already? What are they expecting? How do they see it fitting into the course? fitting with previous material? leading to following material? And so on.

- You might also discuss the recent test with students. How did it meet their expectations? How did it surprise them? What did they learn about the course content while taking the test? What did they learn about test taking? What did they learn about the particular instructor’s testing style and priorities? How can they apply all this to future studying and test taking?

How Can Tutors Solve Common Tutoring Problems?

Sometimes students arrive at tutoring sessions unprepared and unenthusiastic about learning. Although the prescriptions on the following pages are not cure-alls, they may prove useful.

<table>
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<tr>
<th>PROBLEMS</th>
<th>SOLUTIONS</th>
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<tr>
<td>Student is frustrated.</td>
<td>Student could have reached a learning plateau (one-fourth of all studying time is spent at a standstill). Encourage student to continue and reassure them that learning plateaus are temporary and that everyone experiences them.</td>
</tr>
<tr>
<td>Student is bored.</td>
<td>Student could have received a poor grade on a test. Analyze the test with the student. Students are less apt to feel frustrated if they understand how and why mistakes were made.</td>
</tr>
<tr>
<td>For some students, boredom is a defense.</td>
<td>They are afraid of doing poorly, so afraid, in</td>
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fact, that they translate their apprehensions into complaints of boredom. Find out if students are worried. If they are, start each session with simple questions they can answer. Build up their confidence with successes. Remember that big successes are built on many small ones.

A few students feel their instructors and tutors should entertain them. Tutors will not be helping a student by obliging. Instead, a tutor should direct the students’ attention and efforts toward the material.

---

**Student has too many demands on time.**

Some students try to do too many activities and do not have time to prepare. Get a time-schedule form from the file and have the student practice using time effectively. If the problem is extreme, the tutor may encourage student to drop less important activities.

---

**Student does not know what is expected.**

After the first two sessions, students should know that they are expected to prepare for the sessions. In case a student forgets, read the section on student responsibilities early in this manual and analyze your tutoring to discover ways in which you can change the pattern. If the student persists in not preparing, discuss the problem with your supervisor.

---

**Student does not know how to study.**

Students may come to sessions unprepared simply because they do not know how to prepare. Give the detailed study strategies survey (LASSI). Ask Intake Workers for copies of the LASSI. Evaluate the results with the help of the ASC Reading Coordinator. Then, focus some of your tutoring on improving the needed study strategies within the context of your current tutoring.

---

**Tutor does all the work.**

If tutor talks more than the students, if tutor works out a problem for students, or if tutor is doing students’ homework, then the tutor is discouraging students from becoming active learners. Read the information on expectations in this manual, and ask your supervisor for help. Students are more likely to prepare for tutoring sessions that challenge them.
How Can Tutors Learn More about Tutoring?

Your supervisor is a good resource, and experience will help. You will also be assigned to a Lead Tutor, an experienced tutor whose job it is to support you and help you become an excellent tutor. These experienced tutors have encountered, usually successfully, most of the situations you will encounter.

The tutor resource file drawer marked “Tutor Training” contains handouts on a broad range of tutoring issues and instructional techniques. Some of these handouts may be used during tutor training sessions and inservices; however, tutors are encouraged to browse through these materials and use them as they wish.

How Can Tutors Earn a Tutoring Certificate?

ASC tutors may earn a certificate from the College Reading and Learning Association (CRLA) by attending 10 or more hours of training, tutoring 25 hours or more, and receiving a recommendation from their supervisor.
ASSISTING STUDENTS WITH DISABILITIES

Though many students with documented disabilities receive tutoring through our Service for Students with Disabilities (SSD), some students with learning disabilities will be enrolled in other program areas. Since this group of students is widely served by the ASC, all tutors should read this section. The following information is adapted from Assisting College Students with Learning Disabilities: A Tutor’s Manual, Barat College, Lake Forest, Illinois.

What is a Learning Disability?

Although it is not visible like a physical impairment, a learning disability is a disability that affects how an individual of average to above average intelligence processes information (takes it in, integrates it, and expresses it). The adult with a learning disability may have language-based and/or perceptual problems that affect reading, spelling, written language, and/or mathematics. For some, organization, time management, and social inter-personal skills also are affected.

Abilities are frequently disparate: a student who is highly verbal with an excellent vocabulary has difficulty spelling elementary-level words; a student who learns very well in lecture cannot complete the reading assignments. These striking contrasts in abilities and learning styles were evident in many famous individuals. For example, Nelson Rockefeller had dyslexia, a severe reading disability, and yet he was able to give very effective political speeches. It is believed that other successful people, such as Albert Einstein and Thomas Edison had learning disabilities.

Students with learning disabilities do not differ from other students in appearance, background, intelligence, or emotional stability.

What Are Some Effects of Learning Disabilities on College Students?

The following are often characteristic problems of college students with learning disabilities. Naturally, no student will have all of these problems.

**Study Strategies**
- Inability to change from one task to another
- No system for organizing notes and other materials
- Difficulty scheduling time to complete short- and long-term assignments
- Difficulty completing tests and in-class assignments without additional time
- Difficulty following directions, particularly written directions

**Interpersonal Skills**
- Impulsivity
- Difficulty delaying resolution to a problem
- Disorientation in time—miss classes and appointments
- Poor self-esteem

**Reading**
- Difficulty reading new words, particularly when sound/symbol relationships are inconsistent
- Slow reading rate—takes longer to read a test and other in-class assignments
- Poor comprehension and retention of material read
- Difficulty interpreting charts, graphs, scientific symbols
- Difficulty with complex syntax on objective tests
Writing
Problems in organization and sequencing of ideas
Poor sentence structure
Incorrect grammar
Frequent and inconsistent spelling errors
Difficulty taking notes
Poor letter formation, capitalization
Inadequate strategies for monitoring written work

Oral Language
Difficulty concentrating in lectures, especially 2- or 3-hour lectures
Poor vocabulary, difficulty with word retrieval
Problems with grammar

Mathematics
Difficulty with basic math operations
Difficulty with aligning problems, number reversals, confusion of symbols
Poor strategies for monitoring errors
Difficulty with reasoning
Difficulty reading and comprehending word problems
Difficulty with concepts of time and money

What Should a Tutor Consider When Working with Students with Learning Disabilities?

Before determining what to work on, both you and the student must understand the student's specific strengths and areas for improvement. This is also the time to build trust. This can be accomplished by:

- Treating the student as an equal. The student may have a learning disability, but he/she also possesses knowledge and talent that you may not have.
- Listening to what is important to the student. What areas of learning does he/she want to focus on?
- Creating an atmosphere that permits the student to confide in you. It is important to find a location where students with learning disabilities can feel comfortable to tackle problems without fear of being embarrassed. Ask your ASC Coordinator for assistance in providing accommodations.

Final determination of what to work on is based on the following factors:
- The student’s strengths and challenges
- The student’s concerns
- The course requirements

It is an effective approach to list information under each factor, and use this information to determine priorities for the tutoring program. Some students may just require assistance with papers and readings assigned in their courses. Others also may want to work on supplementary materials. For example, a student planning to take a statistics course may want to review basic algebra concepts and overcome problems understanding fractions. A student with reading comprehension difficulties may want to focus on ways to improve his/her vocabulary.

When working with a student with a learning disability, it is important to ask what he/she would like to work on each session. The student knows where help is needed. For example, the student may need help learning the difference between "affect" and "effect", developing an outline for a
research paper, or monitoring an English theme for errors. These items should be dealt with at the beginning of the session. Also remember that frequent review provides necessary reinforcement.

When developing materials and strategies for working with a college student with a learning disability, it is important to consider specific strengths and weaknesses. Each student learns differently. Therefore, suggestions can be taken in any combination from the visual, auditory, time management, and organizational sections that follow.

Auditory Aids

If you are working with any students who could benefit from the following services, the Academic Coordinator of Services for Students with Disabilities may be able to arrange them for students.

Taped Texts. For students who have difficulty with reading the textbook, Recording for the Blind and Dyslexic and Talking Books are available.

Note takers. If the learning disability interferes with note taking, note takers (voluntary or paid) are often used. A preferable note taker is a student in the class who has a reputation for taking good notes, which can then be photocopied. Instructors of the courses are good sources for help in locating qualified note takers. It is usually a good idea to have two note takers available in case one is absent.

Taped Lectures. A student who is going to tape lectures must have the instructor's permission. A tape recorder with a counter and a pause button is preferable. The counter is set at 0 at the beginning of the lecture. Then when especially difficult, confusing, or important information is discussed, the student can jot down the number on the recorder and review that section of the tape. The pause button can be used for any part of the class, eliminating the need to listen to complete lectures and discussions when the student only needs to review isolated sections. Tapes should be reviewed the same day as the lecture. For each class, the student should have tapes that are dated and labeled. It is also important to take an extra set of batteries to class.

Visual Aids

Outlining. Outlining both required readings and class notes puts information into a form that is visually and logically organized.

Color-coding. Color-coding is another method that can be used to enhance comprehension and memory. For example:

- When highlighting a textbook or notes, yellow could be used for main ideas, pink for important facts, and blue for definitions.
- For algebra students who occasionally drop negative signs or exponents, the negative signs could be done in red and the exponents in green.
- To illustrate how a topic sentence carries a common thread throughout a paragraph, the topic sentence could be colored dark red and the rest of the paragraph a softer red.
- For students with visual monitoring problems, such as b/d reversals, the student could underline all b's in a rough draft of a theme with green and when typing the final draft, put a green mark on the "b" key of the typewriter.

Graphs, Charts, Diagrams. Making graphs, charts, and diagrams helps explain difficult information. These aids are especially effective in courses with many quantitative concepts, such as economics and statistics.
Time Management

Time management is an area that is often weak for students with learning disabilities. Learning how to schedule time can be one of the most beneficial skills a college student can learn. Because most college work is completed outside of class, new college students need to learn how to develop semester, weekly, and daily calendars to manage their time.

Students with learning disabilities often require additional time to complete assignments and prepare for exams. A semester schedule notes major assignments and tests. It encourages the student to consider when major assignments need to be started. This is critical for a student with a learning disability who needs additional time to memorize information, formulate and organize ideas, complete reading assignments, and monitor for written language or math errors. It will prevent students from "cramming" for tests or staying up all night to work on assignments. To develop a semester schedule, the student should have the course syllabi to record all of the assignments and tests. From these due dates, the student backtracks to set up dates to begin major assignments or to start studying for the tests.

Some students like to record all courses on one schedule; some like to have one for each course to keep in their notebooks; other students like to use both. You should work with students to develop the type of schedule they are most likely to really use.

Weekly schedules are used primarily to help students develop a study schedule. Ideally, students should spend on an average of 3 hours out of class for each hour in class. Some classes will take more time; others will require less. Scheduling study time for each class will make it easier to follow the semester schedule.

Daily schedules keep track of appointments and daily goals. Whenever students make appointments, whether it is to meet with an instructor or to get a haircut, it should be recorded. Some students also write lists to keep track of daily goals. Thus, it is important for students to carry a pocket calendar.

Organization

Students need to organize their class notes and handouts. A good way to organize these materials is to buy a three-ring notebook with pockets for handouts. The notebook can be divided into sections that follow the course syllabus. The syllabus and semester schedule are placed in the front of the notebook for easy reference. The notes from the class lecture and required readings are filed in their respective sections. Many students carry a spiral notebook for note taking because of its smaller size and then put the class notes, reading notes, and handouts into the three-ring notebook.

What Is ADD and How Does It Affect College Students?

The fastest growing group of students with disabilities enrolled at UW-Eau Claire is students with Attention Deficit Disorder. Arrangements can be made with your supervisor to tutor students with ADD in a separate area to reduce distractions. The following information, adapted from *ADD and the College Student*, offers characteristics of possible academic difficulties specific to some students with ADD:

**Organization/Time Management:** Students with ADD can become so consumed with the complexity of getting everything done that they do nothing.

**Reading:** Reading problems for students with ADD frequently involve difficulty in persevering with the task over a length of time. Yet, quite often, when tested for reading problems, these students
do much better when time constraints are lifted. In addition, students with ADD may not be able to remember what they read because of attention deficits.

**Note taking:** Note taking may be an impossible task for some students with ADD because two skills are called upon simultaneously, listening and writing. In addition, retaining information, even momentarily, can be very difficult, thus causing frustration, which then increases anxiety and interferes with processing information. Also, students with ADD can be so intent on getting everything down that, in the end, it is difficult to organize or even make sense of the notes taken.

**Writing:** Writing for students with ADD can be difficult from two perspectives: it requires both sustained attention and organizational skills, which are frequently the areas affected by their disability.

**Oral communication:** Verbal skills can be subject to word choice or word retrieval problems as the language skills for conversation or presentation are compromised by the anxiety associated with an attention deficit disorder.

**Foreign languages:** Studies in foreign language can also be difficult for some who have language or auditory processing problems.

All students wrestle with academic and emotional struggles in college, but for students with ADD the problems are often more severe and longer lasting. However, with determination and accommodations, students with disabilities succeed at the college level.

**What Should a Tutor Consider When Assisting Students with Physical Disabilities?**

The following are some general tips on how to build rapport and work effectively with students who have a visual, hearing, or mobility impairment, as well as students with seizure disorders.

**Visual Impairment**

1. Mention your name when meeting a person who is visually impaired. He/she will be able to distinguish your voice.
2. Indicate to a person who is blind or has a visual impairment that he/she is being addressed by using his/her name; if necessary, touch him/her on the arm or shoulder.
3. When guiding a person who is visually impaired, it is best to allow him/her to hold on to your arm between your elbow and shoulder. This allows him/her to follow direction and to negotiate turns, steps, curbs, etc.
4. When giving directions or the location of something, indicate “right or left”, “up or down” in relation to the student’s body.
5. If the individual is unfamiliar with a new place, give a tour. Also, warn him/her if furniture or equipment has been rearranged in a familiar place. Keep all aisles clear.
6. If a student relies on a dog guide for mobility, the dog is working. Please do not distract the dog.
7. Facial expressions of individuals who are visually impaired are poor signals of emotion. Better clues are hand and body movements.

**Hearing Impairment**

1. It is important to have the person’s attention before speaking. Try tapping a shoulder or using some other signal to catch his/her attention.
2. Look at the person when you speak.
3. Speak naturally and clearly. Don’t exaggerate lip movements or volume.
4. Using facial expressions, gestures, and other “body language” is helpful in conveying your message.
5. Do not hesitate to ask the student to repeat the message until communication is complete. It may be necessary to repeat or rephrase your own statements. This process is generally not embarrassing or upsetting for the person. If that doesn’t work, then use a pen and paper. Communication is the goal; the method is less important than clear exchange of messages.
6. If you are talking through the assistance of an interpreter, direct your conversation to the individual with the hearing impairment. This is more courteous and allows the individual the option of viewing both you and the interpreter to more fully follow the flow of conversation.
7. When other people speak outside of the individual’s range of vision, repeat the question or comment and indicate who is speaking (by motioning) so the individual can follow the discussion.

Mobility Impairment

1. Wheelchairs are part of the person’s body space. To push or grab the chair without permission would be considered a violation of that space.
2. Words like “walking” or “running” are appropriate. Sensitivity to these words is not necessary. People who use wheelchairs use the same words.
3. Conversation at different eye level is difficult. If the conversation continues for more than a few minutes and if it is possible to do so, sit down and share eye level.
4. Do not think of someone in a wheelchair as “confined to a wheelchair”; the wheelchair is liberating. Rather use the term “wheelchair user.”

Seizures

The Epilepsy Foundation of America suggests the following guidelines:

1. Remain calm. The seizure is painless to the individual.
2. Do not try to restrain the person. There is nothing you can do to stop a seizure once it has begun. It must run its course.
3. Clear the immediate area so that the individual does not injure himself/herself on hard or sharp objects. Try not to interfere with movements in any way.
4. Do not force anything between the teeth. If the person’s mouth is already open, you might place a soft object like a handkerchief between the side teeth.
5. It isn’t generally necessary to call a doctor unless the attack is followed almost immediately by another major seizure or if the seizure lasts more than about ten minutes.
6. When the seizure is over, let the person rest if necessary.
OFFICE PROCEDURES AND POLICIES FOR TUTORS

Absences, Student

An absence is an absence regardless of the reason. The demand for ASC services is so great that we cannot “excuse” absences. If a student misses an appointment, the tutor must do the following:

1. Try to call the student. An Intake Worker can assist.

2. Mark “absent” on the lesson plan form (see sample in Appendix).

3. Email the student a first missed appointment letter (see instructions in Appendix). You may use the computers in the back of the lab for this.

4. If the absence is a student’s second, email the student a second missed appointment (termination) letter (see instructions in Appendix). Then follow the procedure for exiting the student (see Exiting Students below).

5. Record 0.25 hours on your time sheet for absent students.

Absences & Promptness, Tutor

Tutors are responsible for keeping all scheduled appointments with their students and arriving promptly and prepared. Tutors should not cancel sessions because of heavy coursework, study time, exam make-up, doctor’s appointments, etc. Tutors must consider their course loads, work schedules, and other obligations when developing semester tutoring schedules. If, however, unusual circumstances make it impossible to attend a session or to be prompt, tutors must contact the ASC (836-4421) – and the student, if possible – as soon as possible before the meeting time. Any rescheduled appointments must be reported to the intake desk so tutors’ schedules may be updated.

Beginning-of-Semester Arrangements

Do the following as early as possible at the beginning of each semester:

1. Contact your supervisor.

2. Complete a green tutor information sheet and return it to your supervisor.

3. Create (or confirm) your tutoring schedule. Signs posted in the ASC should instruct you in doing this; see Schedules, Tutors below for further instructions.

4. Check tutor training dates, which should be posted on the message board, and attend scheduled sessions. Notify your supervisor if you have time conflicts.

5. Check your schedule daily for new appointments; an appointment may be scheduled late in the afternoon one day for a morning appointment on the next day. You will receive an e-mail when an appointment is added to your schedule. Please check your e-mail often.
Books, Check-Out and Purchase

If tutors want copies of their students’ course texts, they may rent a copy from the bookstore. The ASC cannot check out texts for tutors, nor can the ASC buy copies of texts.

Books and Resources Available in the ASC

Most of the books and binders in the tutor resource area of the ASC may be checked out by students and tutors with a valid UWEC ID. (Those that cannot be checked out should be clearly marked on the front cover.) To check out a book, take the book and your ID to the Front Desk Worker.

Consensual Relationships

The ASC discourages romantic relationships between tutors and tutees and supervisors and tutors. The following definition is taken from UW-Eau Claire’s Statement of Consensual Relationships:

The consensual relationships that are of concern are those romantic and/or sexual relationships in which both parties appear to have consented, but where there is a definite power differential between the two parties. Specifically, consenting romantic and sexual relationships between instructor (meaning all instructional staff) and student (meaning any person studying with the instructor; between supervisor meaning any person in a position of authority over another—to hire and make employment or salary recommendations or oversee task performance) and employee (meaning any person working for the supervisor); and employee and student (where there is an instruction or employment relationship between them) have the potential for extremely serious consequences and ought to be avoided.

If a consensual romantic and/or sexual relationship develops between an instructor and student, between a supervisor and subordinate, or between an employee and student, the instructor should report the matter to the department chair, the supervisor to his or her supervisor, and the employee to his or her supervisor, so that arrangements can be made for the evaluation of the student, employee, or prospective employee.

Dress of Student Employees

Tutors and other ASC student employees should dress so their attire does not become a distraction to themselves, students, or other ASC staff. Shoes must be worn in the ASC.

End-of-Semester Arrangements

Do the following at the end of each semester:

1. Exit all students immediately after their last session (see Exiting Students below).

2. Attend the end-of-semester meeting. Watch the message board for an announcement of the time and date two to three weeks before final exam week. Talk with your supervisor before this meeting if you have schedule conflicts.

3. Have the following information ready for your supervisor:

- Whether you wish to return as a tutor the following semester
- A tutoring schedule for the following semester (if your courses and other obligations are in place) or, at minimum, an approximate number of hours you wish to work
- Winter or Summer break address and phone number
4. If you are not returning to the ASC and you would like your ASC supervisor to write you a letter of reference, discuss this with your supervisor before leaving ASC employment (see also References below).

Exiting Students

Tutors should exit students immediately after their final session, whether at the end of or during the semester. Do not wait until the end of the semester. To exit students, do the following:

1. Go through the students’ files with students to return any papers, notes, handouts, etc. the students want to keep. Discard (or refile, if clean) other worksheets and handouts.

2. Ask students to complete the yellow evaluation form located in their files (see Evaluation Form under Student Files below). Give students some time and privacy to complete this form.

3. Complete the Exit Summary section on the back of the Initial Interview Form located in the students’ files (see completed sample in the Appendix).

4. Place the entire student file in the box marked “Exited Student Folders” located in the tutor resource area of the ASC.

5. Inform the intake worker that you have exited the student so it will be indicated on your schedule.

6. If you know there is a high demand and/or large waiting folder for tutoring in your area, inform your supervisor that you have exited a student.

Handouts and Handout Files

Tutors may use any handouts located in the files in the tutoring area. The following procedures, however, are vital to maintaining useful files:

• When you take a handout and find only 4 or 5 copies left in the file, give the entire file to the Front Desk Worker or Program Assistant, who will ensure that more copies of that handout are ordered.

• Given duplicating costs, use handouts sparingly. For example, do not allow students to write on them if scratch paper will do.

• If a handout can be reused when you are finished with it, put it in the box marked “Filing” on top of the filing cabinets in the tutoring area. Clerical workers will refile the handouts correctly.

Holidays and Tutoring

During the days and hours that courses are held, ASC tutoring sessions are also held. Tutors and students scheduled for these hours are expected to attend or to arrange (prior to missing) to make up the hours missed. This includes days before holidays, such as the day before Thanksgiving break.
Lead Tutors

Each new tutor in the ASC will be assigned to one Lead Tutor. The Lead Tutor is an experienced tutor who will serve as a resource and immediate supervisor to the new tutors. The Lead Tutor will observe new tutors at least once during the semester and provide written and oral feedback during a post-observation conference. The purpose of these observations is to help new tutors improve upon already effective tutoring practices. Lead Tutors are also available to answer questions and help new tutors solve tutoring-related problems.

Messages, Tutors and Tutees

See also Schedules, Coordinators below.

The professional staff of the ASC, some of whom are not in the office full-time, supervise more than 100 students each semester. This large number makes communication a challenge. One way for professional staff to get messages to tutors is via the bulletin (message) board in the ASC just to the right of the entrance. Look for messages on this board within the sections of all programs in which you work, and check this board every time you come into and leave the ASC. If you find messages, respond to them as quickly as possible. Also, ASC professional staff often email tutors with announcements and reminders; please check your university email regularly.

You may leave messages, handouts, and other materials for your students on the Tutee Message Board, located on the left side of the tutor message board. Introduce your students to this board during your first session, and use it when appropriate.

Office Equipment Use

Computers stationed at clerical desks are not for use by tutors or tutees. If you have a work-related need for these machines, discuss your needs with your supervisor.

Other computers in the tutoring area are for use by tutors and tutees in tutoring situations only. Neither tutors nor tutees may use these computers for personal work. Many computer labs are available on campus for such use.

The copy machine may be used for tutoring only with the approval of the tutor’s supervisor. Even then, ask the receptionist to make the needed copies, since the receptionist has experience using the machine.

Payroll

You may work no more than 40 hours a week in all campus jobs combined. Please monitor this carefully. Tutors will be paid for the following:

- All hours they are scheduled to tutor and actually meet with students
- Preparation and inservice time as approved by their supervisor (see Preparation Time and Training and Inservice below)
- The first fifteen minutes of an appointment to which scheduled students do not arrive and tutors have not been previously notified of their absence (Use this time to try to contact absent tutees and to complete absence letters.)
- Other times the supervisor asks the tutor to work for ASC-related activities
Note: Tutors must report their time each pay period, regardless of the number of hours worked. Tutors may not accumulate hours for more than one pay period (two weeks) because this practice makes it very difficult for ASC staff to manage student payroll budgets.

To be paid, tutors must:

1. Have a green Student Employee Information form on file in the ASC for the current semester.

2. Complete an on-line Student Time Report accurately and thoroughly for each DeptID from which they will be paid by Noon on the 2nd Thursday of the pay period (see completed samples at the table in the tutor resource room and in the Appendix of this manual)

3. Complete yellow Weekly Student Contact Sheet(s) (see completed samples at the table in the tutor resource room and in the Appendix of this manual) and turn in to the Clerical Assistant at the front desk by Noon on the 2nd Thursday of the pay period.

   Note: Tutors must ask their supervisors which DeptID to use.

Deadline: Payroll forms are due at noon on the 2nd Thursday of the pay period. Signs will be posted during the week payroll forms are due. Payroll forms not meeting the deadline may result in late payment.

All payroll questions should be directed to the ASC’s Program Assistant.

Preparation Time

Tutoring sessions are typically scheduled for 50 minutes, allowing 10 minutes for prep time. If additional time is needed, tutors may claim up to 1 hour of preparation time per week for every 8 hours they tutor that week. Thus, a person tutoring 4 hours per week may claim 0.5 hours of prep time, a person tutoring 2 hours per week may claim 0.25 hours of prep time, and so on.

References

Feel free to ask appropriate ASC personnel for a professional or work reference any time during your employment in the ASC. However, when your employment in the ASC ends, ask at the time for any reference you may need in the future. This will assure you the most accurate and thorough reference possible. Once tutors have left ASC employment, supervisors can generally provide prospective employers only dates of employment.

Schedules, Coordinators

Coordination's office schedules are maintained on the computer. Any appointments with coordinators must be scheduled through the Clerical Assistant, the Intake Worker, or the Coordinators.
**Schedules, Tutors**

Tutors’ semester schedules are determined at the beginning of the semester and should not change during the semester. Therefore, when you develop your schedule at the beginning of the semester, be sure to consider any factors that may affect your schedule throughout the entire semester.

Tutors should inform the Intake Workers immediately when they have reached their desired amount of tutoring hours.

New tutors’ schedules will be developed and completed with the help of their ASC supervisor. Returning tutors should, as early as possible at the beginning of the semester, complete one copy of their semester schedule without dates. The schedules must be completed correctly and neatly; see the Appendix for instructions on completing these initial schedules.

Tutors may change schedules temporarily, of course, to accommodate students’ make-up appointments, holidays, and so on. However, tutors must notify the intake worker of any schedule changes—no matter how temporary. If tutors find they must make major, permanent schedule changes, they should see their supervisors for approval and for help making these changes.

Tutors may not schedule students for tutoring but must refer students to the intake desk.

**Student Files**

The importance of maintaining student files cannot be overemphasized. The ASC not only helps students but is also frequently in contact with instructors, advisors, and deans regarding student progress. If the tutor has kept complete and accurate attendance records and lesson plans, it is easy to supply other university personnel with the information needed to better serve the student. In addition, the ASC director relies heavily upon the accuracy of attendance information, lesson plans, and exit summaries when reporting ASC work and success to university administration and seeking grant funding. Please keep files up to date!

Student files are considered private information; therefore, the files and the information therein may not be removed from the ASC or shared with other students without the approval of a tutor’s supervisor. Student files must be maintained as follows:

**Initial Interview (II) Form** (yellow)

Students complete the II form at the intake desk when they apply to receive tutoring. Tutors will find the information on this form useful in helping to evaluate students’ needs.

Occasionally, students do not fill in the form completely and the intake worker does not notice the omission. If this happens, tutors may find a small Missing Information Form (green) attached to the II Form. Tutors should get the needed information from their students to complete the Missing Information Form and return this form to the receptionist promptly.

**Lesson Plan Form** (blue)

For each tutoring session scheduled, do the following:

1. While planning for the session, insert the date of the scheduled session.
2. At the time of the session, check “yes” if the student attends, “no” if the student fails to attend. If “no,” give the reason and record “action taken.”

3. At the end of the session, work with the tutee to fill out the “Topics/Strategies Covered” lines to describe what you covered, including:
   - The specific goal(s) for the session
   - What the student needs were
   - Activities you completed
   - Materials you used

4. During and/or after the session, complete the “Comments” section as appropriate. Information that may be added in the comments section could include:
   - Extent to which session goals were met
   - Student’s response to/attitude toward the session
   - Further work needed to meet goals
   - Other needs recognized during the session
   - Any follow-up necessary

Missed Tutoring Appointments Form (both pink)

Use this form during the first sessions to discuss the ASC absence policy.

Diagnostic Forms

Depending on your tutoring area and the particular students you are assigned, you may find diagnostic information in your students’ files. Leave these forms in the file, and use any information you find to help you evaluate your students’ needs. If you have questions about any of this information, talk with your coordinator.

Tutorial Program Design Form (green—RSS Only)

Reading and Study Skills tutors use this form during the first few sessions to learn more about students’ learning processes so that tutors and students can set goals that include attention to these learning processes. Review the form regularly throughout tutoring to evaluate the progress related to meeting tutoring objectives.

Evaluation Form (yellow)

See also Exiting Students, p. 21.

Use this form on two occasions:

1. After you have met with students 5 or 6 times, ask students to complete this form and have them put it anonymously in the box marked “Tutor Evaluations,” which is located in the ASC.
Your coordinator will use this form to help assess your on-going tutor-student relationships. Please do not sit with the tutees as they complete these evaluations. This is a good time for tutors to prepare for other tutoring sessions and/or to make sure their files are complete.

2. At the end of the tutoring program, whether during the semester or at the end, ask your students to complete this form and have them put it anonymously in the box marked “Tutor Evaluations,” which is located in the ASC. You and your supervisors will use these forms to help evaluate your performance and, if possible, improve future performance.

Exit Summary and Evaluation (back of yellow Initial Interview form)

See also Exiting Students, p.21.

Complete these sections of the Initial Interview Form promptly for each student you exit. See completed sample in the Appendix.

Other

The student file is a good place to keep all materials you use with these students, including handouts, student papers and notes, etc. Many tutors also leave payroll forms and other ASC materials in one of their student’s files or in their slot in the tutor resource room.

Training and Inservice

All tutors are required to attend the initial training program at the beginning of the semester as well as any additional inservice meetings held during the semester. Coordinators will notify tutors in advance of such meetings, usually by email or posting notices on the message board, in tutors’ slots, and/or in other conspicuous places throughout the ASC. Experienced tutors will occasionally be excused from some inservice programs on the recommendation of their supervisor. Tutors will be paid for the inservice training they are required to attend.
# Appendix A

**Correctly Completed Tutor Schedule (sample)**

**Weekly Tutor Schedule**
- **Tutor’s Major:** Elem. Ed.
- **Tutor:** Smith, Jane
- **Semester:** Fall 2010
- **Minor:** Math
- **Area:** Math
- **Phone:** 555-123-4567
- **Month:** Fed
- **Nonfed:**
- **Courses:** Math 110 and below
- **Email:** smithjj

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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 P.M.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 P.M.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 P.M.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00 P.M.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student timesheets are entered online. To access the online student timesheets, go to the following web address: http://www.uwec.edu/hr/index.htm and click on “My UW System.” At the next screen select UW-Eau Claire. The next screen will prompt you for your UWEC username and password. This will take you to a screen called My UW System and will include information about your pay status. Click on one of the “Help” buttons and select Employees at the top of the next screen. The next screen will offer information about training available to view to explain how to complete your online timesheet form.

Below is an example of how the online timesheet(s) will appear on the screen. Select the timesheet that corresponds to the Dept ID from your yellow Contact Sheet.
On the next screen- enter your hours:

Once you have completed the form, select “Submit.” When you are finished with your online timesheet, exit out of the internet browser you are using.

Note: All information on this form must match information on the corresponding Biweekly Student Employee Contact Sheet (see next page).
APPENDIX B-2
ONLINE TIMESHEET – Common Errors

1. **In and Out.** When you enter your hours, be sure to place the time in the correct spot.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Status</th>
<th>In</th>
<th>Out</th>
<th>In</th>
<th>Out</th>
<th>Punch Total</th>
<th>Time Recl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>1/27</td>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>1/28</td>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>1/29</td>
<td>Submitted</td>
<td>9:00:00AM</td>
<td>10:00:00AM</td>
<td>1:00:00</td>
<td></td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>1/30</td>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>1/31</td>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>2/1</td>
<td>Submitted</td>
<td>9:00:00AM</td>
<td>10:00:00AM</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sat</td>
<td>2/2</td>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>2/3</td>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **AM & PM.** Incorrect entering of AM or PM will give you the wrong hours. You can use military time to avoid this problem.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Status</th>
<th>In</th>
<th>Out</th>
<th>In</th>
<th>Out</th>
<th>Punch Total</th>
<th>Time Recl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>1/13</td>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>1/14</td>
<td>Submitted</td>
<td>9:00:00AM</td>
<td>1:00:00PM</td>
<td>4.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>1/15</td>
<td>Submitted</td>
<td>8:00:00AM</td>
<td>12:00:00PM</td>
<td>4.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>1/16</td>
<td>Submitted</td>
<td>10:00:00AM</td>
<td>2:00:00PM</td>
<td>4.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>1/17</td>
<td>Submitted</td>
<td>7:45:00AM</td>
<td>11:45:00PM</td>
<td>16.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>1/18</td>
<td>Submitted</td>
<td>9:00:00AM</td>
<td>1:00:00PM</td>
<td>4.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sat</td>
<td>1/19</td>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

BI WEEKLY STUDENT EMPLOYEE CONTACT SHEET (sample)
(actual size 8 ½ x 11, yellow)

Pay period ending date is the 2nd Saturday of the pay period
Pay period number can be found on the chart in the resource room
Use the Fund Key to find your fund code
Use the Area Key to find the code(s) for the area(s) you work under.

Name: Jane Doe
Pay Period Ending Date: 12/15/2012
Pay Period Number: 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Student Name/Activity</th>
<th>DeptID</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/03/12</td>
<td>12:00 PM</td>
<td>1:00 PM</td>
<td>Billy Joel</td>
<td>CHEM 1</td>
</tr>
<tr>
<td>12/04/12</td>
<td>2:00 PM</td>
<td>4:00 PM</td>
<td>Sarah Smith</td>
<td>Math 2</td>
</tr>
<tr>
<td>12/07/12</td>
<td>2:00 PM</td>
<td>3:00 PM</td>
<td>Chris Jones</td>
<td>AIM 1</td>
</tr>
<tr>
<td>12/07/12</td>
<td>3:00 PM</td>
<td>4:00 PM</td>
<td>Lisa Simpson</td>
<td>INTL 1</td>
</tr>
<tr>
<td>12/13/12</td>
<td>10:00 AM</td>
<td>12:00 PM</td>
<td>Robert Grant</td>
<td></td>
</tr>
</tbody>
</table>

Totals: 3 2 1

Enter the subtotal of hours for each area tutored.
If you tutor in more than one area, subtotal your hours by each area under which you tutor.
Enter the total for each DeptID.

The hours on the Biweekly Student Employee Contact Sheet should match the hours entered into the online timesheet.
APPENDIX D

LESSON PLAN FORM (sample)
(blue full sheet)

Insert student and tutor name on each new form used

Record total number of pages upon exit

Number consecutively

LESSON PLAN Page______ of ________

Student ______  Student’s name ______  Tutor ______  Your name ______

Date ______  Attended:  Y/N  Action taken:  ___1st letter  ___2nd letter

Topics/Strategies Covered:  ______

Comments:  ______

Date ______  Attended:  Y/N  Action taken:  ___1st letter  ___2nd letter

Topics/Strategies Covered:  ______

Comments:  ______

Date ______  Attended:  Y/N  Action taken:  ___1st letter  ___2nd letter

Topics/Strategies Covered:  ______

Comments:  ______

Date ______  Attended:  Y/N  Action taken:  ___1st letter  ___2nd letter

Topics/Strategies Covered:  ______

Comments:  ______
APPENDIX E
EXIT SUMMARY (sample)
(back of yellow Initial Interview Form)

ADDITIONAL INFORMATION:

ASSESSMENTS COMPLETED:
- ESL Inventory
- LASLI
- Learning Styles Inventory
- Mathematics
  - AJ7 Basic Math
  - A0 Introductory Algebra
- AO Intermediate Algebra
- BW Whimbey Analytical Skills Inventory
- "0 McGraw Hill Comprehension
- "0 Stanine Percentile
- "0 McGraw Hill Reading Rate
- "0 Suinn Anxiety Scale
- "0 Writing Skills Summary
- Other:

EVALUATION/RECOMMENDATION:

COURSE GRADE
- D Before tutoring
- B+ After tutoring

ACADEMIC BACKGROUND
(For area tutored)
- Above average
- Average
- Below average

IMPROVEMENT
(Since first session)
- Excellent
- Adequate
- Poor

MOTIVATION
- Works hard to improve
- Comes prepared for session
- Inconsistent effort
- Other:

RECOMMENDATION
- Continue tutoring next term
- Needs help in: ______________________
- Other: ______________________

FOCUS OF PROGRAM:
application of formulas

EVIDENCE OF PROGRESS:
Chris showed he could apply most formulas to many common situations.

STUDENT'S STRENGTHS:
study skills and recall

STUDENT'S WEAKNESSES:
understanding of concepts and applications

EXIT SUMMARY:
Person Completing Exit Form: You Tutor
Exit Date: 12 / 02 / 99

First Date Tutored: 09 / 13 / 99
Last Date Tutored: 11 / 16 / 99

Exit Type:
- 1 = Cancelled by ASC
- 2 = Cancelled by student
- 3 = Student completed program

Exit Reason:
- 1 = Satisfactory performance
- 2 = Dropped course
- 3 = Tutor other source
- 4 = Failing, plan to repeat
- 5 = Time conflict
- 6 = Withdrawal from school
- 7 = End of semester/program
- 8 = Two unexcused absences
- 9 = Other

TOTAL # of Appointments Kept by Tutee: 8
TOTAL # of Appointments Scheduled by Tutee: 10

ADDITIONAL INFORMATION:
Supervisor completes this box
Estimate and provide as much information as possible
Summarize in response to specific topics
Insert your name
Insert the first date tutored
Insert a 1, 2, or 3 for type of exit
Insert 1-9 for reason student exited; if 9, write a brief reason
Insert # of appointments kept & scheduled by tutee
Please provide date on which you are completing this form & the date of last tutoring session
Leave blank for Data Entry initials
First Missed Appointment Letter

DATE: May 28, 2009
TO: John Brown
FROM: Jerry Blue
SUBJECT: First Missed Appointment

Area of Tutoring: Science

You missed your appointment with me at the Academic Skills Center at
11:00 a.m. on Thursday, May 28, 2009

This is your first absence. Please remember that after your second absence, our policy is to
cancel your remaining sessions in this area/course for this semester.

I plan to be here for our next appointment at
11:00 a.m. on Thursday, June 4, 2009

If you no longer wish tutoring, please notify the Academic Skills Center at 836-4421.

Additional message/comments:

Hi John -

Sorry we missed meeting today. Hope your chem test went well. Will plan to meet
you next week.

Jerry

Second Missed Appointment Letter

DATE: May 28, 2009
TO: Jane White
FROM: Jerry Blue
SUBJECT: Second Missed Appointment

Area of Tutoring: Science

You missed your appointment with me at the Academic Skills Center at
10:00 a.m. on Thursday, May 28, 2009

Because this is your second absence, our policy is to cancel your remaining sessions in this
area/course for this semester. If you wish to resume your tutoring sessions next semester,
contact the Academic Skills Center at that time.

If you missed your appointment due to circumstances beyond your control, you may wish to see
my coordinator, Andrea Gaspko.

Additional message/comments:

Hi Jane -

I'm sorry the tutoring sessions didn't seem to work out for you. Contact the Academic Skills
Center if you'd like further assistance.

Jerry
TUTOR CODE OF ETHICS
(Adapted from the National Association of Tutorial Services)

As a tutor, I recognize that I have many obligations to my students. First and foremost is that my student is a fellow human being with the right and privilege to be an individual. As a tutor, I will respect that right and privilege without judgment or prejudice and without trying to influence my student with my thoughts or lifestyle.

During the sessions, I will assist students in their quest for academic independence by using interactive learning strategies rather than lecturing. I will do this by guiding, coaching, encouraging, and assisting them in building their own self-confidence without giving false hope or empty flattery. I will keep in mind that I am their tutor and not their friend and will interact with them honestly. I will do this with tact and diplomacy remembering that the key is learning, which is a process.

Finally, I will remember that students also serve as my guides in tutoring and that I have just as much to learn from them as they have to learn from me.