



CAAS TUTOR MANUAL

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CAAS INFORMATION



INTRODUCTION

The Center for Athletic Academic Services (CAAS) provides academic support programs to enhance the learning and academic performance of student-athletes. Academic counseling, study hall, tutoring, academic mentoring, and orientation programs aid student-athletes in reaching academic success.

Tutors and academic mentors are available to all student-athletes at the University of Memphis through CAAS, and are valuable tools in achieving academic success for many. Tutors are available in most subject areas and work primarily on a one-to-one basis with assigned student-athletes. Academic mentors provide general academic guidance for at-risk student-athletes and also work primarily on a one-to-one basis.

As a tutor or academic mentor, you will have an opportunity to assist student-athletes in achieving their academic goals. Communication between CAAS staff and yourself is extremely vital to ensure that the best possible academic support is provided to each student-athlete.

For tutors, your primary responsibility is to aid students in understanding specific course content. You are expected to be knowledgeable in the subjects that you tutor and have the ability to impart successful study habits to student-athletes. Student-athletes must understand top academic achievement requires as much skill, determination, practice, and time as does athletic success.

For academic mentors, your primary responsibility is to assist student-athletes in developing an awareness of habits, attitudes, and actions that lead to academic success. You are expected to help student-athletes in the following ways: set long-range goals and short term strategies for reaching those goals, move from a state of dependence to a state of independence in an academic setting, and assist the students in generalizing these skills as they make progress toward a degree.

Please keep this manual accessible during your employment with CAAS. This manual is meant to be a comprehensive guide to being a tutor or academic mentor for student-athletes.

Welcome to our team!

Dr. Joe Luckey, Director

Valorie Lott, Academic Counselor

Fred Quarles, Academic Counselor



CENTER FOR ATHLETIC ACADEMIC SERVICES (CAAS)

The University of Memphis' Center for Athletic Academic Services was established in order to provide academic services for student-athletes. The mission of the center is to provide the necessary academic support services for all student-athletes to be successful in the classroom and pursue an undergraduate degree while competing as an athlete. The center is dedicated to the academic and personal development of all student-athletes. CAAS also has a unique responsibility as it conducts all required NCAA and Conference USA paperwork for academic compliance of prospective and current student-athletes. This includes paperwork for recruiting, certification of eligibility, filing of waivers, and academic rules interpretations.

CAAS is staffed by the Director, Assistant Director, five Athletic Academic Counselors and an Office Coordinator. CAAS is also assisted by graduate assistants, interns, student workers, tutors, and academic mentors. CAAS moved into the newly renovated Wilder Tower in July, 2003. The building houses campus-wide student services, including admissions, bursar, financial aid, registrar, student development, academic advising, and CAAS. The entire sixth and seventh floors, a total of 8,000 square feet, have been designated for CAAS' use and have capacity for 31 student computer stations, 17 offices and several study tables.

CAAS SERVICES OFFERED TO STUDENT-ATHLETES:

- **Academic Advising** ~ Semester schedules, degree plans and major selection
- **Academic Awards** ~ Nomination and promotion of all academic awards
- **Academic Counseling** ~ Academic advice to assist student-athlete with specific courses
- **Academic Monitoring** ~ Grade checks via calls, e-mails or grade reports to professors
- **Career Development** ~ Match desired careers with major, prepare for life after University of Memphis
- **Disability Services** ~ Coordinate academic program with Academic Counselor and Student Disability Services, located in 110 Wilder Tower
- **Exhausted Eligibility** ~ Program to assist former athletes with completing their degree
- **Academic Mentoring** ~ Via counselor or assigned mentor—academic skills for classroom success
- **Objective Study Hall** ~ Proactive monitoring for students attending study hall
- **Orientation** ~ Program for NEW freshmen and transfers
- **Personal Counseling** ~ On limited basis, to assist with daily stress and life as a student-athlete
- **Tutoring** ~ As assigned by center, offer additional teaching or study skills
- **Weekly Meetings** ~ Weekly academic session with new freshmen and transfers



CAAS STAFF DIRECTORY

Dr. Joe Luckey, Director (901) 678-2714
Supervision of CAAS, NCAA Certification, ACAD 1100

Kelley Bickham, Assistant Director (901) 678-2707
Academic Compliance, NCAA Eligibility Center, UM Admissions,
Women's Basketball

Valorie Lott, Athletic Academic Counselor (901) 678-3982
Football, Mentor Coordinator, ACAD 1100

Jessie Mills, Athletic Academic Counselor (901) 678-2447
Men's Basketball and Women's Softball, ACAD 1100

Fred Quarles, Athletic Academic Counselor (901) 678-4467
Football, Tutor Coordinator

Bridget VanLandeghem, Athletic Academic Counselor (901) 678-3309
Baseball, Co-Ed Rifle, Women's Soccer, Men's and Women's Tennis, Volleyball,
ACAD 1100

Carol Varano, Athletic Academic Counselor (901) 678-3466
Men's and Women's Golf, Men's Soccer, Men's and Women's Track, ACAD 1100

Dorothy Gillard, Office Coordinator (901) 678-2714

Lisa Bitterlich, Intern

Kristin Henke, Intern

Crystal Ellis, Graduate Assistant

Tia Schlagel, Graduate Assistant

Center for Athletic Academic Services
600 Wilder Tower
Memphis, TN 38152-3520
Office: (901) 678-2714 Fax: (901) 678-4695
<http://caas.memphis.edu/>



CAAS STAFF CONTACTS

- Office Coordinator - Dorothy
 - Answer questions from prospective tutors and academic mentors.
 - Email/phone communications concerning CAAS paperwork, deadlines, and announcements.
 - Process all application and payroll paperwork.
- Academic Counselor/Tutor Coordinator - Fred
 - Review tutor paperwork submitted to Dorothy from prospective tutors.
 - Coordinate and communicate appointments with counselors and tutors.
- Academic Counselor/Mentor Coordinator - Valorie
 - Review tutor paperwork submitted to Dorothy from prospective mentors.
 - Responsible for tutor and academic mentor employment policies and procedures.
 - Provides tutor and academic mentor training.
 - Coordinate and communicate appointments with counselors and academic mentors.
- Academic Counselors – Bridget, Carol, Fred, Jessie, Kelley, Valorie
 - Meet with students and have them complete academic support request forms—discuss the expectations of the sessions in terms of preparation and being present.
 - Meet with student and tutor/mentor at initial tutoring appointments (especially for NEW students).
- Front Desk (6th Floor)
 - **Call 901-678-2714 for ALL appointment adjustments (i.e., late, cancellation, personal emergency). Please do not leave messages after 4:30 PM.**



POLICIES & PROCEDURES



ACADEMIC SUPPORT STAFF POLICIES

Tutoring and academic mentoring are very important services provided by CAAS and can be an invaluable resource for student-athletes. First of all, academic support will not and does not replace the student-athlete's responsibility to attend class and study on his/her own. Tutoring and academic mentoring provide supplemental help for the student-athletes. Academic support staff feedback throughout the semester is VERY important to our office so that we can promptly and efficiently monitor the academic progress of the student-athletes. In order to ensure success with the tutoring and academic mentoring programs, the following policies must be followed:

- Support staff are expected to behave in a forthright and professional manner.
- Unethical behavior will not be tolerated. Support staff should set an example and adhere to the principles of academic integrity and honesty.
- Any pertinent information regarding the student-athlete's progress or conduct should be reported immediately. To do so, staff members need to fill out session comments on TutorTrac and speak to the student-athlete's counselor directly.
- When dealing with student-athletes, confidentiality is extremely important and must be upheld at all times.
- Support staff should not contact a student-athlete's coach or professor. See the student-athlete's counselor to report concerns or request information.
- Personal relationships between academic support staff and student-athletes are discouraged. Support staff should not associate on a personal basis with the student-athletes they tutor and/or mentor.
- Support staff are expected to meet all scheduled appointments. If a staff member misses a scheduled appointment without notice, one hour of pay will be deducted from your paycheck. After 2 missed appointments, you will be dismissed from CAAS. If a condition arises which necessitates you being late or absent for a scheduled session, you need to call the front desk.
- Undergraduate students are paid \$8/hour; Graduate students are paid \$10/hour. New pay rates were instituted for Spring 2005. All academic support staff members who have been hired and worked previously for CAAS will be paid at the rate in which they were hired.
- Support staff will be paid bi-weekly, on the middle and last day of each month.
- Web time MUST be reported in Spectrum by the Thursday before the last day of the pay period. Failure to hand in log sheets and submit web time by the deadline will result in a loss of pay for each pay period. Also, termination from tutoring and/or academic mentoring can result from a failure to complete this task.
- When in the center, all support staff must be logged into TutorTrac. Log into the system at the front desk of floor 6 or 7 before beginning a session and be sure to log out when leaving. Web time will be cross-checked with TutorTrac, and they must match in order to be paid.
- Support staff cannot be guaranteed a set amount of hours. Weekly hours can vary by staff member and can change from week to week, depending on student-athlete demand and travel schedules.



TUTORING AND ACADEMIC MENTORING PROCEDURES

- All tutoring and academic mentoring requests must be made first by the student-athlete. The student-athlete will inform their academic counselor of the request; the request will then be forwarded to the Academic Support Coordinators. Requests must be submitted at least a week before help is needed.
- Upon receipt of the request, one of the Academic Support Coordinators will pair the student-athlete with a tutor/academic mentor, prepare schedules to include appointments for each academic support staff member, and forward the scheduled appointments to the appropriate counselor.
- Support staff will be informed by CAAS counselor via University of Memphis email if there are any changes to their schedule of appointments.
- Once appointments are scheduled, student-athletes are expected to meet all scheduled sessions. If a student-athlete is a “No-Show”, the tutor or academic mentor must let one of the Academic Support Coordinators and/or Counselor know on the same day the session is missed by reporting in the TutorTrac session comments. “NO SHOWS” are grounds for losing tutoring and academic mentoring privileges.
- Support staff are expected to meet all scheduled appointments. If a tutor or academic mentor misses or is habitually late to appointments, the student-athlete must let one of the Academic Support Coordinator and/or Counselor know immediately.
- The following actions by the academic support staff are strictly prohibited while working under the guidance of CAAS: doing academic work for student-athletes, supplying books or materials, typing papers, requesting tickets to athletic events, creating any form of plagiarism, or providing loans.
- If a situation arises which causes a tutor or academic mentor to be late or absent from a scheduled appointment, the academic staff member is responsible for speaking to someone on the CAAS staff to inform them of the situation prior to the appointment time. The CAAS staff member will then get in touch with the Coordinator and/or Counselor, and the student-athlete will be contacted about the appointment cancellation. Problems with absenteeism or tardiness can lead to termination of employment with CAAS.
- Tutoring sessions, study groups, and academic mentoring will take place during normal study hall hours (Sun 6-9pm, M-R 8am-9pm, F 8am-4:30pm) unless other instructions are given.
- Sessions should be conducted in CAAS approved facilities only (normally on the 6th and 7th floor of Wilder Tower). Only when permission has been given in advance by a CAAS staff member can tutoring sessions be held in another public campus locale (Library, Computer Lab).
- Sessions will usually consist of a one-on-one session with a student-athlete, but on occasions a session may involve two or more student-athletes.



EXPECTATIONS OF ACADEMIC SUPPORT STAFF

COMMUNICATION SKILLS. Support staff should speak clearly and in a manner that is easy to understand. It may be necessary to use a variety of ways to explain course materials. Staff members should speak on a level that the student-athletes will comprehend, but they should not “talk down” to the students. **It is the responsibility of the academic support staff to keep the session focused and on track.**

KNOWLEDGE OF SUBJECT AREA. Tutors should know the material that they are tutoring. If the material becomes beyond the ability of the tutor, then he/ she should contact the Tutor Coordinator immediately so that more appropriate assignments can be made. Academic mentors are expected to have a general understanding of the subject area.

STUDY SKILLS. Support staff should have an awareness of potential problems in the areas of time management, writing, reading, organization, test anxiety, and stress management. These problems should be reported to an Academic Support Coordinator so referrals may be made if necessary.

MOTIVATION. Support staff should be motivated and should model motivation for the student-athletes with whom they work. Staff members should show that academics can be exciting when goals are set and accomplished.

SUPPORT. Support staff should always be supportive of the student-athletes with whom they work and should never make them feel weak for seeking help. Expressing a need for help can feel very threatening for a student. If a student deserves a pat on the back or a word of encouragement, give him/her one. If a student fails, help him/her recognize his/her weaknesses and come up with solutions for improvement in future similar situations. Tutors and academic mentors should help the student find the positive side of a situation.

FEEDBACK. Support staff are expected to maintain contact with the CAAS staff to be sure that everyone is working together effectively for the benefit of the student-athlete. Successes and failures of the students should be reported to their counselor. Any pertinent information regarding the student (i.e., grades, attendance, improper behavior, etc.) must be communicated in a timely manner so the Counselor can address problems immediately.

RESPONSIBILITY. Support staff are expected to be responsible *to* the student with whom they work and not *for* the student. Responsibility includes being on time and keeping appointments with the students. Remember, each student is responsible for his or her personal academic success or failure.



EXPECTATIONS (CONT.)

ROLE MODELING. Support staff should approach academics in a way that can be modeled by the students. Staff members are in a position to have a significant influence on the students' behaviors.

EMPOWERMENT. Support staff should work with the students in a way that does not make the students dependent on the tutor or academic mentor. Students should be empowered to find ways to help themselves and to seek additional assistance when needed.

TEAM WORK. Support staff should work together with each other and the CAAS staff as a team. Academic support staff members should develop a positive rapport with other tutors, academic mentors, and the CAAS staff. As a team, all members should feel comfortable going to each other for information or guidance.

UNDERSTANDING. Support staff should understand the special needs of student-athletes. It is helpful to find out what a typical day is like for the student-athletes with whom you will be working. However, staff members should not make excuses for or accept excuses from student-athletes. The students are expected to acknowledge their needs and find ways to compensate for them. Tutors and academic mentors should be accepting of the student and his or her needs but not be condescending.

INTEREST. Support staff should show a genuine interest in the well-being and academic success of the students with whom they work. Tutors and academic mentors should listen to what the student has to say. The academic needs of a student sometimes cannot be met until a more pressing issue is resolved.

ORGANIZATION. Support staff should be well organized and should help the students develop organizational skills.

CONFIDENTIALITY. Confidentiality is an expectation and a requirement for ALL academic support staff. There are no exceptions: **It is the law!**



EXPECTATIONS OF STUDENT-ATHLETES

- Attend ALL scheduled meetings with tutors and academic mentors! Participate, ask question, and show interest in learning.
- Make it a habit to be on time for sessions.
- If you cannot attend an academic support meeting, call your CAAS Counselor or the front desk in advance. DO NOT leave a voicemail; actually speak with someone concerning the session.
- Be prepared and organized. Bring all materials to the tutor or academic mentor session.
- Take good, legible notes in class, and bring the notes to each meeting.
- Turn off cell phones in all meetings and study hall.
- Show respect for yourself and others.
- Communicate honestly with professors, CAAS Counselors, tutors, and academic mentors.
- Respond to any requests made by CAAS staff in a timely manner!
- Ask for help. Do not wait until it is too late.
- Turn ALL assignments in on time.



EMPLOYEE TIME ENTRY

The following steps describe how to record hours worked and submit your time sheet for approval.

Step1: See the Office Coordinator to fill out contract application paperwork in order to receive a timesheet.

Step2: Log in to the Spectrum Portal: <http://spectrum.memphis.edu>. Enter your username and password and click on the login button to continue.

Step 3: Locate the Time/Leave Reporting channel. Click on the “**Click here to access your time sheet (bi-weekly)**” link.

Step 4: Select your type of time reporting. On the Time Reporting Selection page, click on the radio button next to the option “**Access my Time Sheet**”. Then click on the **Select** button to open the time sheet selection page.

Step 5: Select the appropriate time sheet. Select the radio button in the **My Choice** column for the position for which you want to report time. Click on the dropdown box in the column under **Pay Period and Status** to locate the time sheet for the appropriate pay period. Click on the **Time Sheet** button to open the time sheet after selecting.

Step 6: Enter time. Once you open your time sheet, even if you do not make any entries, its status changes from “**Not Started**” to “**In Progress**”. Once you start your time sheet, **only you** can complete and submit it for approval. You may access your time sheet as many times as you like during the pay period; all time does not have to be entered at once. However, once you have submitted your time sheet for approval you cannot make any changes.

Step 7: Submit your time sheet. It is recommended that you click on the **Preview** button to review your entries before submitting your time for approval. If you have no corrections after previewing and are ready to submit your time, click on the button **Submit for Approval**. (**REMEMBER: Once you have submitted your time sheet for approval you cannot make changes.**)

* All tutors and academic mentors are still required to sign into TutorTrac at the front desk of floor 6 or 7 before beginning a session. Also be sure to sign out when leaving. TutorTrac time must match the hours entered on Web Time Entry.



BIWEEKLY PAYROLL PERIODS FOR FISCAL YEAR 2008-2009

Payroll ID#	Payroll Period	Time Sheet Due Date	Pay Date
Beginning Hours			
BW 14	June 21 - July 4	July 3	July 11
BW 15	July 5 - July 18	July 17	July 25
BW 16	July 19 - August 1	July 31	August 8
BW 17	August 2 - August 15	August 14	August 22
BW 18	*August 16 - August 29	August 28 at noon	September 5
BW19	August 30 - September 12	September 11	September 19
BW 20	September 13 - September 26	September 25	October 3
BW 21	September 27 - October 10	October 9	October 17
BW 22	October 11 - October 24	October 23	October 31
BW 23	October 25 - November 7	November 6	November 14
BW 24	*November 8 - November 21	November 19 at noon	November 26
BW 25	November 22 - December 5	December 4	December 12
BW 26	*December 6 - December 19	December 11	December 19
BW 1	December 20 - January 2	January 2	January 9
BW 2	*January 3 - January 16	January 15 at noon	January 23
BW 3	January 17 - January 30	January 29	February 6
BW 4	January 31 - February 13	February 12	February 20
BW 5	*February 14 - February 27	February 26 at noon	March 5
BW 6	February 28 - March 13	March 12	March 20
BW 7	March 14 - March 27	March 26	April 3
BW 8	March 28 - April 10	April 9	April 17
BW 9	April 11 - April 24	April 23	May 1
BW 10	April 25 - May 8	May 7	May 15
BW 11	*May 9 - May 22	May 21 at noon	May 29
BW 12	May 23 - June 5	June 4	June 12
BW 13	June 6 - June 19	June 18	June 26
BW 14	June 20 - July 3	July 2 at noon	July 10

*** Due to holiday, please note early time sheet due date.**

REPORTING PARTIAL HOURS

University Policy states that hours are to be reported in tenths of hours; for example, 7.5, 4.3, 8.1. Use the following chart to as a guide to converting minutes to tenths of an hour:

1 - 6 minutes = .1 hour
 7 - 12 minutes = .2 hour
 13 - 18 minutes = .3 hour
 19 - 24 minutes = .4 hour
 25 - 30 minutes = .5 hour

31 - 36 minutes = .6 hour
 37 - 42 minutes = .7 hour
 43 - 48 minutes = .8 hour
 49 - 54 minutes = .9 hour
 55 - 60 minutes = 1.0 hour

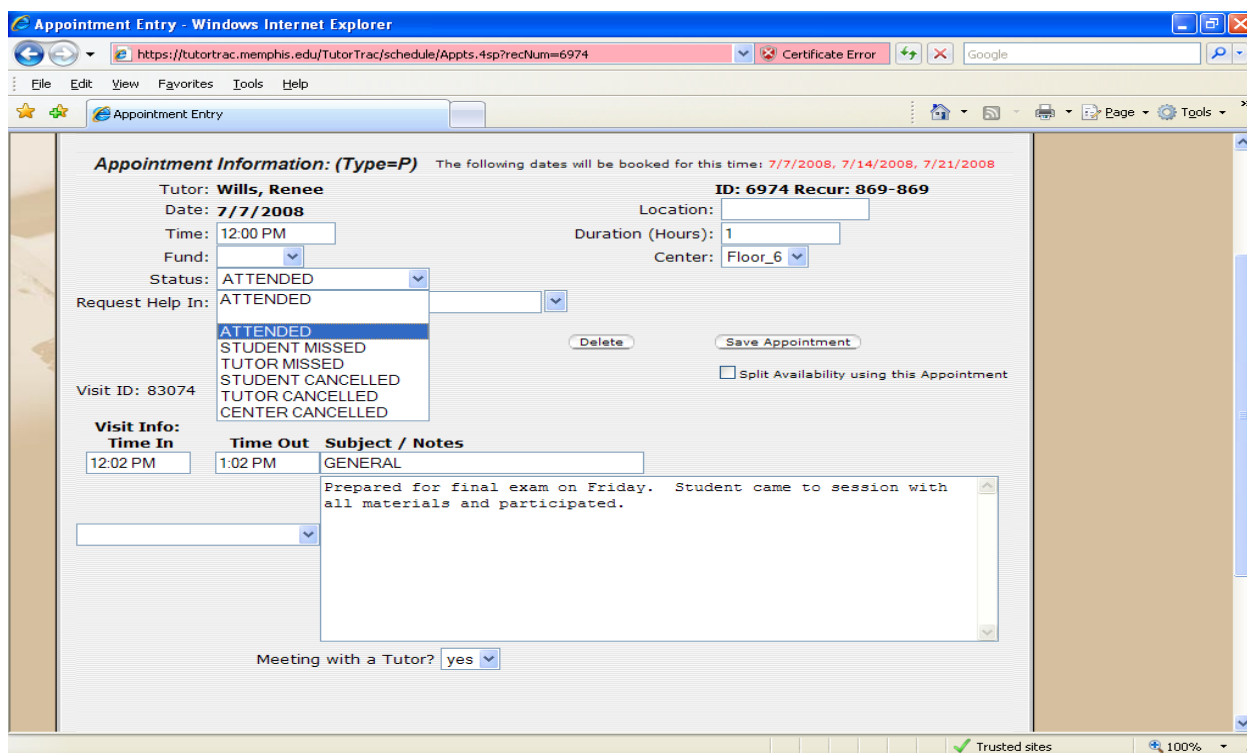
TUTORTRAC

- All Academic Support Staff must sign in and out of TutorTrac at the front desk each time they come to the center.
- TutorTrac is used to track study hall attendance, the center usage, tutor and mentor appointment attendance, and academic support staff session comments.
- Web time will be compared to TutorTrac time in order to verify reported hours.

TutorTrac Session Comments

TutorTrac Session Comments are used to keep CAAS Counselor's informed of student-athlete attendance and progress during academic support sessions. Academic support staff are required to complete the following steps at the end of your tutor/mentor appointment **each time** that you meet with students.

1. Log into <https://tutortrac.memphis.edu/TutorTrac/Default.html>
2. Select "Go To" drop box and select "My Tutor Main Menu."
3. From the daily schedule, select the student that you have met with.
4. Under Student Info. select the "Status" drop box. Select the appropriate option for your tutor/mentor meeting.
5. Scroll down on the Student Info. page and complete Visit Info. (Time In, Time Out, Subject, and Notes).
6. After you complete Visit Info. press "Save Appointment," which is available on the middle right portion of the page.



Appointment Entry - Windows Internet Explorer

Address: <https://tutortrac.memphis.edu/TutorTrac/schedule/Appts.asp?recNum=6974>

Appointment Information: (Type=P) The following dates will be booked for this time: 7/7/2008, 7/14/2008, 7/21/2008

Tutor: **Wills, Renee** ID: **6974** Recur: **869-869**

Date: **7/7/2008** Location:

Time: **12:00 PM** Duration (Hours):

Fund: Center: **Floor_6**

Status: **ATTENDED**

Request Help In: **ATTENDED**

Visit ID: 83074

Visit Info:

Time In	Time Out	Subject / Notes
12:02 PM	1:02 PM	GENERAL

Prepared for final exam on Friday. Student came to session with all materials and participated.

Meeting with a Tutor? **yes**

Buttons: **Delete**, **Save Appointment**, ☐ Split Availability using this Appointment



SUPPORT STAFF EVALUATIONS

Evaluations are an important part of the overall improvement and development of any type of academic program and its staff. Academic support staff will be evaluated at least once during the school year. Sometimes these evaluations will be scheduled with the staff member ahead of time, while other times they may be conducted on a random basis.

The results of the evaluations are then used to assist CAAS in assessing the tutor and academic mentor programs as well as the effectiveness the academic support staff. Areas of strength and weakness are then addressed with the planning of the tutor and academic mentor program and in the training of individual support staff members.

The support staff evaluation consists of several components:

- Student-athletes assigned tutors or mentors are asked to complete a survey about their experience.
- Academic support staff are asked to fill out a self-evaluation about their strengths and weaknesses as a tutor/mentor. This form also provides an opportunity for tutors/mentors to provide feedback on their experiences while working in CAAS.
- A CAAS staff member observes and evaluates the academic support staff during one of their tutor/mentor sessions.

Copies of the evaluation forms are located in the Forms portion of the manual.



ETHICAL CONDUCT



CONFIDENTIALITY AND COMMUNICATION

Academic support staff are required to maintain a strict policy of confidentiality. Although communication is limited to people outside of CAAS, academic support staff are in constant communication with the academic counselors and the academic support coordinators.

- Academic support staff may discuss a student-athletes academic performance only with the student-athlete or a member of the CAAS staff. Please do NOT discuss student's academic concerns with:
 - Other students
 - People in your departments
 - Personal friends and family members
 - The media
 - Professors, instructors, or teaching assistants
- Academic support staff are NOT permitted to speak with or schedule an appointment with a student's instructor for any reason. Speak to the student-athlete's academic counselor in CAAS if you feel an instructor should be contacted. All tutors and mentors should encourage student-athletes to have regular contact with each of his/her instructors.
- The CAAS staff will send weekly updates to tutors and academic mentors via email. Each week the update is sent by 5:00 pm on Friday. Included in the emails are cancellations and schedule adjustments for the upcoming week, requests for information (paperwork/forms), and procedure and policy reminders. All academic support staff will be held responsible for the information contained in the emails.
- All academic support staff are expected to use Tutor Trac session reporting after each scheduled meeting. CAAS staff refer to the reports daily to monitor student-athlete progress. If there is ever a concern over what to enter into the attendance or session blocks of Tutor Trac, **please ask a CAAS staff member. DO NOT LEAVE THE INFORMATION BLOCKS BLANK.**
- All cancellations must go through the CAAS staff. Once a tutor or mentor session has been cancelled, the CAAS staff member will then contact the student. If you must cancel a session the day of the meeting, please make sure that you actually speak with a CAAS staff member in person or over the phone. Do not just leave a voicemail since the message may not be checked until the next day.
- **Always speak to a CAAS staff member whenever you have ANY questions or concerns.**



ACADEMIC INTEGRITY

CAAS has several key expectations concerning Academic Support Staff and academic integrity. Questions or concerns over the following information should be discussed with the Support Coordinators immediately. Academic support staff who participate in acts of academic dishonesty are subject to immediate termination of employment by CAAS. Any inconsistency or problem that is questionable from the standpoint of academic integrity will be immediately turned over to the Associate Dean of Students for Judicial and Ethical Programs.

- Tutoring and academic mentoring do not replace the student's responsibility of attending class, taking notes, and studying on his/her own. Academic support is in place to assist students in areas of difficulty and to help the student have a better understanding of course material.
- Typing or doing work for any student-athlete will not be tolerated.
- Many students are enrolled in online courses or have online assignments throughout the semester. Some key points to remember:
 - All completion of such course work is the **student's responsibility**.
 - All work done on all assignments, papers, quizzes, and exams are to be done solely by the student.
 - Due to the nature of online courses, it is sometimes difficult for support staff to know a student is permitted to receive tutoring or guidance on an assignment. When in doubt, do not assist the student with the work and immediately contact his/her counselor with your concerns.
- Turnitin.com is available for use in the center, which enables students to use Turnitin.com prior to submitting papers to their professors. CAAS strongly encourages students to submit papers to this website as a learning tool and as a means to avoid plagiarism. Each Academic Counselor has a course code available for their students.
- Academic support staff have a responsibility to report to contact a member of the CAAS staff if he/she is concerned that a student is not completing his/her own work. If there is suspicion that a student has plagiarized or plans to use another's work as his/her own, please contact the student's Counselor immediately.



NCAA REGULATIONS

This is a brief overview of the NCAA rules which can affect tutors. As an employee of CAAS any prior relationship that academic support staff members have with a student-athlete changes. If you do have an established relationship (which began prior to your employment with our department) with a student-athlete that you want to maintain, let us know so that we can document this relationship. This is necessary to avoid the possibility of NCAA violations in the future.

Academic Issues

The NCAA strictly prohibits any institutional staff member (e.g., coach, professor, tutor, teaching assistant, student manager, student trainer) from arranging for fraudulent academic credit for a student-athlete. This prohibition includes, but is not limited to, the following:

- Completing homework for a student-athlete.
- Typing or writing a paper and/or an assignment for a student-athlete.
- Providing answers to homework or exams for a student-athlete.
- Sitting in or taking notes and/or an exam for a student-athlete.

Responsibility to Report Incidents of Academic Fraud

It is the tutor's responsibility to report ALL incidents of academic fraud to CAAS. A tutor or academic mentor who has knowledge of a student-athlete not completing his/her own work or a student-athlete receiving improper assistance from another tutor, student, faculty or staff member must report that information to CAAS. Failure to do so can result in a termination of employment with CAAS.

Extra Benefits

The student athlete shall not receive any extra benefit. The term "extra benefits" refers to any special arrangements by an institutional employee or representative of the institution's athletic interest to provide the student-athlete or his/her friends or family with a benefit not expressly authorized by NCAA legislation (see by-law 16.02.3.). Examples of non-permissible benefits include:

- ♦ Movie tickets, sporting event tickets, or other entertainment
- ♦ Dinners
- ♦ Use of car
- ♦ Providing or loaning of money
- ♦ Guarantee of bond or paying bail
- ♦ Providing transportation
- ♦ Signing or co-signing a note with an outside agency to arrange a loan

The above list is just a sample of some of the more common benefits that are NOT permissible. Always check with a CAAS staff member if you are unsure about a situation or if you have questions about NCAA rules.



STUDENT/SUPPORT STAFF RESPONSIBILITIES

Academic support staff are key contributors to the success of student-athletes. As a result, it is vital that support staff take this responsibility seriously throughout the entire semester.

- Employment with CAAS is a semester long commitment. Staff are required to work until their assigned students have completed their final exams. Consistency for any student is helpful when working through a difficult course.
- Once you receive your student assignments for the semester and begin working, you are accepting that schedule for the entire semester. If there are any issues with the schedule or you feel that you have been assigned too many students, **please contact one of the academic support coordinators immediately.** Changes to scheduling can be easily made at the beginning of the semester.
- For the most part, academic support staff members are students as well. While the CAAS staff understands the importance of your own education, please make sure that you manage your time well so that it does not affect your commitment to CAAS.
- The CAAS staff will make every effort to encourage the student-athletes to engage in appropriate academic behaviors. Please remember that you can contribute as well. Always act as an appropriate role model by attending all meetings on time and coming to each session prepared.



ACADEMIC SUPPORT STAFF FORMS



ACADEMIC SUPPORT STAFF CONTRACT

Please carefully read the contract requirements below. Failure to adhere to the contract may lead to termination of employment.

Requirements:

- I have received the CAAS Academic Support Staff Manual and I agree to read through and abide by all guidelines.
- I will be present and punctual for all appointments. If any emergency arises, I will contact CAAS prior to the scheduled appointment time.
- I will be available to meet during my regularly scheduled appointments throughout the semester, including during Final Exams.
- I understand the inconvenience I could cause for the student-athlete and CAAS staff by terminating my employment prior to the end of the semester. Any commitment concerns should be discussed with one of the Academic Support Coordinators at the beginning of the semester.
- I agree to treat student-athletes with respect and maintain a friendly but professional relationship with them.
- I will help promote good academic standards and will be an example and proponent of academic integrity and honesty as set forth by the university.
- I will not engage in, knowingly conceal, nor promote cheating, plagiarizing, or any action that constitutes academic fraud.
- I will maintain the confidentiality of all student-athletes.
- I understand that academic support staff will NOT do work for student-athletes (this including typing papers).
- I will be obligated to wait fifteen minutes for a session unless otherwise directed. If the student-athlete does not show after the elapsed time, I must report him or her as a “No Show” via TutorTrac on the same day the appointment was scheduled.
- I understand that my performance as an academic support staff member will be evaluated.
- I understand that my employment is determined on a per-semester basis.
- I will be responsible for submitting my Web Time Entry on the specified dates determined by CAAS.
- I agree to follow all current and future NCAA and University of Memphis regulations regarding my position as an academic support staff member.

I AGREE WITH AND UNDERSTAND THE REQUIREMENTS OF THIS CONTRACT.

Name _____

Signature _____ Date _____



TUTORING PROGRAM STUDENT-ATHLETE RESPONSIBILITIES

- ☐ Tutor requests will only be granted if a student-athlete agrees to abide by all the responsibilities listed here.
- ☐ Tutoring request forms must be completed thoroughly and turned in to academic counselors at least ONE week before desired session.
- ☐ **It is the responsibility of the student-athlete to come prepared to a tutor session with specific questions and/or material to be reviewed.**
- ☐ It is the student-athlete's responsibility to call CAAS to cancel an appointment at least 3 hours prior to the scheduled meeting time.
- ☐ It is the student-athlete's responsibility to know practice and game schedules in order to plan tutoring sessions accordingly. Missing appointments due to games or practice constitutes a "NO SHOW".
- ☐ BE ON TIME.
- ☐ **Two "NO SHOWS" are grounds for losing tutoring privileges.**
- ☐ When contacted by a member of the CAAS staff, student-athletes must call back ASAP.
- ☐ ALL tutor sessions MUST take place in a public campus locale (not a residence).
- ☐ Dating or any type of intimate relationship between a student-athlete and tutor is unacceptable.
- ☐ Tutoring will not and does not replace the student-athlete's responsibility to attend class and study on his/her own.
- ☐ Under no circumstances is a tutor allowed to do the student-athlete's work, including but not limited to typing or writing a paper for a student-athlete.
- ☐ A tutor is not permitted to speak to a professor or coach regarding a student-athlete.
- ☐ **Cell phones may not be used during tutor sessions; please turn them off.**

CAAS reserves the right to suspend or deny a student-athlete's tutor privileges based on the failure to comply with any of the above statements or for any behavior deemed inappropriate and/or harassing toward a tutor or member of the CAAS staff.

Please check off all boxes acknowledging that you have read and understand each statement. By signing below, you agree to abide by the above responsibilities.

Full Name (*Print*) _____

Signature _____ Date _____



Student-Athlete Evaluation of Tutor

CAAS wants to assess the effectiveness of our tutoring program so that we can best address your needs as student-athletes. In order to accomplish this, we need your feedback and ideas. Please give this evaluation careful thought and answer questions completely.

General Information

1. What is your name? _____
2. What sport do you play? _____
3. Year in college? _____
4. What is your major? _____

Session Review

5. What is your tutor's name? _____
6. Did you ever miss a tutoring session? (Circle one) Yes / No
7. Were you late to a tutoring appointment? (Circle one) Yes / No
8. What type of tutoring session did you have this semester? (Circle one) 1 on 1 / Group / Both
9. During my tutoring sessions my tutor: (Check all that apply)
 - ☐ Helped me with my homework
 - ☐ Went over exams with me
 - ☐ Helped me summarize/outline material
 - ☐ Reviewed lecture notes and material
 - ☐ Discussed study and test strategies with me
 - ☐ Encouraged me to prepare for tutorial services

Professional Manner

Directions: Please answer the following questions by circling the number that corresponds to the scale below:

Strongly disagree = 0 Disagree = 1 Neutral = 2 Agree = 3 Strongly Agree=4

- | | | | | | |
|--|---|---|---|---|---|
| 10. Tutor showed genuine interest and concern. | 0 | 1 | 2 | 3 | 4 |
| 11. Tutor listened carefully to what I said. | 0 | 1 | 2 | 3 | 4 |
| 12. Tutor made me feel comfortable and at ease. | 0 | 1 | 2 | 3 | 4 |
| 13. Tutor treated me in a respectful/ professional manner. | 0 | 1 | 2 | 3 | 4 |
| 14. The tutor's attitude toward students was positive. | 0 | 1 | 2 | 3 | 4 |
| 15. The tutor encouraged students to think for themselves. | 0 | 1 | 2 | 3 | 4 |

Knowledge

Directions: Please answer the following questions by circling the number that corresponds to the scale below:

Strongly disagree = 0 Disagree = 1 Neutral = 2 Agree = 3 Strongly Agree=4

- | | | | | | |
|---|---|---|---|---|---|
| 16. Tutor is knowledgeable about subject/material. | 0 | 1 | 2 | 3 | 4 |
| 17. My tutor helped me understand the material. | 0 | 1 | 2 | 3 | 4 |
| 18. I felt comfortable asking questions in my tutoring session. | 0 | 1 | 2 | 3 | 4 |
| 19. The tutor explained new concepts daily. | 0 | 1 | 2 | 3 | 4 |

Effectiveness

Directions: Please answer the following questions by circling the number that corresponds to the scale below:

Strongly disagree = 0 Disagree = 1 Neutral = 2 Agree = 3 Strongly Agree=4

- | | | | | | |
|---|---|---|---|---|---|
| 20. After meeting with my tutor, I felt better prepared to succeed in the course. | 0 | 1 | 2 | 3 | 4 |
| 21. After meeting with my tutor, I had a better understanding of the course material. | 0 | 1 | 2 | 3 | 4 |
| 22. After meeting with my tutor, I had more confidence in the course. | 0 | 1 | 2 | 3 | 4 |
| 23. I would have done just as well in the course without a tutor. | 0 | 1 | 2 | 3 | 4 |
| 24. I usually arrived with a list of questions or problems to be discussed in my session. | 0 | 1 | 2 | 3 | 4 |

Comments

Directions: Provide a short response to the following questions.

25. What concerns or interests were not addressed in your tutoring sessions?

26. What are your suggestions for improving the tutoring program?

Student-Athlete Evaluation of Academic Mentor

CAAS wants to assess the effectiveness of our student athlete academic mentor program so that we can best address your needs as student-athletes. In order to accomplish this, we need your feedback and ideas. Please give this evaluation careful thought and answer the questions completely.

General Information

1. What is your name? _____
2. What sport do you play? _____
3. Year in college? _____
4. What is your major? _____

Session Review

5. What is your mentor's name? _____
 6. Did you ever miss a mentoring session? (Circle one) Yes / No
 7. Were you late to a mentoring appointment? (Circle one) Yes / No
 8. During my mentoring sessions my mentor: (Check all that apply)
- ☐ Monitored and evaluated class notes.
 - ☐ Cross-checked and proofread out of class assignments.
 - ☐ Helped develop time-management, organizational, and study skills.
 - ☐ Helped review notes and study for tests.
 - ☐ Assisted with research and library skills.
 - ☐ Motivated and was supportive during mentoring sessions.
 - ☐ Developed a healthy working relationship with each student-athlete.
 - ☐ Updated score sheet during each mentoring session.
 - ☐ Reviewed daily planner/ weekly plan for upcoming assignments

Professional Manner

Directions: Please answer the following questions by circling the number that corresponds to the scale below:

Strongly disagree = 0	Disagree = 1	Neutral = 2	Agree = 3	Strongly Agree = 4
9. Academic Mentor showed genuine interest and concern.	0	1	2	3 4
10. Academic Mentor listened carefully to what I said.	0	1	2	3 4
11. Academic mentor made me feel comfortable and at ease.	0	1	2	3 4
12. Academic mentor treated me in a respectful/professional manner.	0	1	2	3 4
13. The academic mentor's attitude toward students was positive.	0	1	2	3 4
14. The academic mentor encouraged students to think for themselves.	0	1	2	3 4

Knowledge

Directions: Please answer the following questions by circling the number that corresponds to the scale below:

Strongly disagree = 0 Disagree = 1 Neutral = 2 Agree = 3 Strongly Agree = 4

- | | | | | | |
|---|---|---|---|---|---|
| 15. Academic mentor is knowledgeable about subject/material. | 0 | 1 | 2 | 3 | 4 |
| 16. My academic mentor helped me understand the material. | 0 | 1 | 2 | 3 | 4 |
| 17. I felt comfortable asking questions in my academic mentoring session. | 0 | 1 | 2 | 3 | 4 |
| 18. The academic mentor explained new concepts daily. | 0 | 1 | 2 | 3 | 4 |

Effectiveness

Directions: Please answer the following questions by circling the number that corresponds to the scale below:

Strongly disagree = 0 Disagree = 1 Neutral = 2 Agree = 3 Strongly Agree = 4

- | | | | | | |
|---|---|---|---|---|---|
| 19. After meeting with my academic mentor, I felt better prepared to succeed in the course. | 0 | 1 | 2 | 3 | 4 |
| 20. After meeting with my academic mentor, I felt organized for class. | 0 | 1 | 2 | 3 | 4 |
| 21. After meeting with my academic mentor, I had more confidence in the course. | 0 | 1 | 2 | 3 | 4 |
| 22. I would have done just as well in the course without an academic mentor. | 0 | 1 | 2 | 3 | 4 |
| 23. I usually arrived with a list of questions or problems to be discussed in my session. | 0 | 1 | 2 | 3 | 4 |

Comments

Directions: Provide a short response to the following questions.

24. What concerns or interests were not addressed in your academic mentoring sessions?

25. What are your suggestions for improving the academic mentoring program?



CAAS SUPPORT STAFF SELF-EVALUATION

NAME: _____

1. What do you think your tutoring strengths are in working with your assigned student-athletes?
2. What do you feel your weaknesses are? What training/support could CAAS provide to help improve those weaknesses?
3. How do you feel students have benefited from your assistance?
4. Were you confronted with any situations you were unsure how to handle or uncomfortable with? Please explain or see CAAS staff member.
5. What can our CAAS staff do to support you in your role(s) with our student-athletes?

6. Please circle the materials/information that helped you most in preparing for your academic sessions with your student-athletes. Next, please rank the usefulness of those items circle (1 being the most useful).

Materials/Information	Rank
CAAS Academic Notebook	_____
Copy of Syllabi	_____
CAAS Score sheet	_____
CAAS Weekly Planner	_____
Monthly Calendar	_____
Discussion w/ Student-Athlete's Counselor	_____
Online Resources	_____
University Planner	_____
Textbook from CAAS	_____
Class Notes	_____
Other	_____

Additional Comments:



CAAS TUTOR/MENTOR SESSION EVALUATION

TUTOR/MENTOR NAME: _____

EVALUATED BY: _____ DATE: _____

Does the tutor/mentor ask questions that cannot be answered in a yes or no fashion?

1	2	3	4	5
Never	Rarely	Often	Frequently	Almost Always

Was the tutor/mentor able to identify and respond to the specific needs of the student?

1	2	3	4	5
Never	Rarely	Often	Frequently	Almost Always

Does the tutor/mentor actively involve the student in the learning process?

1	2	3	4	5
Never	Rarely	Often	Frequently	Almost Always

Does the tutor/mentor explain to the student what is being done and why?

1	2	3	4	5
Never	Rarely	Often	Frequently	Almost Always

Does the tutor/mentor provide a positive learning environment?

1	2	3	4	5
Never	Rarely	Often	Frequently	Almost Always

Does the tutor/mentor listen when the student is explaining a problem or answering a question?

1	2	3	4	5
Never	Rarely	Often	Frequently	Almost Always

Overall, how effective were the communication skills of the tutor/mentor?

1	2	3	4	5
Never	Rarely	Often	Frequently	Almost Always

Does the tutor/mentor set goals/guidelines for the tutor session? **YES / NO**

Does the tutor/mentor set the tone of the tutor session? **YES / NO**

What is the tone? **SERIOUS / RELAXED?** **POSITIVE / NEGATIVE?**

Does the tutor/mentor close the session preparing the student for the next session by reviewing time, location, and day of the next session, and work to be completed by that time? **YES / NO**

Overall Comments:

TO BE FILLED OUT BY CAAS STAFF:

Punctuality:

Absences:

Quality of paperwork:



TUTOR STRATEGIES



A GUIDE TO TUTORING

Before the Tutoring Session

- Be prepared for the upcoming tutoring session.
- Log into the TutorTrac system with the study hall supervisor or CAAS Counselor when you arrive for the session. Make sure that you complete session notes on TutorTrac after the session.

During the Tutoring Session

- Set the tone of each session by being on time and professional.
- Review and/or collect copies of syllabi.
- If not completed already, help the student-athlete record and update assignments and test dates on a personal calendar and set up a course of action to meet all deadlines. Keep a record of important information for yourself.
- Follow up on past assignments and exams to find out how the student-athlete is doing. Communicate grades with counselors as often as possible.
- Continually encourage the student-athlete to meet with their professors regularly. They may feel intimidated about approaching professors and you can help them realize the many benefits of taking the initiative.
- Discuss with the student-athlete what he or she expects to get out of the tutoring session and make a general plan.
- Do what you can to make the information interesting and easier to understand. Figuring out each individual's preferred learning styles and using creative techniques to teach the material will greatly enhance the sessions.
- Include ways for the student-athlete to demonstrate what has been learned, rather than just asking if they understand.
- Provide feedback for the student-athlete on the work that has been accomplished. Reinforce all attempts at learning.
- Make sure you and the student-athlete (as well as Tutor Coordinator and/or Counselor) are clear on the next meeting time and assignments/tasks that should be completed before then.

After the Tutoring Session

- Make sure session comments on TutorTrac are filled in completely and accurately after each session. TutorTrac session comments must be filled out in order to be paid.
- Leave any messages for the Tutor Coordinator and/or Counselor through a session evaluation form, email, or voice mail. No-Shows must be reported on the same day the session was supposed to take place.
- Take time to reflect on the tutoring session to determine which techniques were successful and which were not.
- If you feel you are not being effective as a tutor or are not accomplishing your goals for the tutoring session, feel free to discuss your concerns with the Tutor Coordinator.
- Communicate any additional sessions or time changes to the Counselor and Tutor Coordinator.



LEARNING STYLES AND ACADEMIC STRENGTHS

When working with a student, it is important to remember that there are various ways to learn course material. No one method works for every student. Tutors and student-athletes should work together in order to figure out the best method for each individual and their respective courses.

Each student has an academic strength. An effective tutor will work with that strength in order to bring out a student's personal best. Individual strengths may not be obvious to a student; be aware of this and encourage your students in areas in which they excel.

Identifying Learning Styles and Academic Strengths:

- Speak with the student about their favorite subject or favorite class they have taken. If it is a subject, what do they like about the discipline? Do they like hands-on activities or reading/writing? If it was a particular class, what did they like about the course? What teaching methods did the professor use?
- Speak with the student's Academic Counselor about his/her past academic performance. Does the student need a structured environment to succeed? Are activities such as quizzes and worksheets beneficial to the student?
- Various assessment tools are available to students and academic support staff to help identify learning styles and strengths:
 - Learning Style Inventory – brief worksheet that identifies if a student is a visual, auditory, or kinesthetic learner. Accompanying handout identifies learning strategies that best fit each type of learner. Copies are available in Forms section of manual.
 - SuccessTypes Learning Style Inventory – focuses on the role of personality in affecting one's learning style. This is a shorter instrument which is based on the Myers-Briggs Type Indicator. Copies are available in Forms section of manual.
 - Kolb Learning Style Inventory – looks at modes of learning, which are patterns of behavior. This assessment tool is used in ACAD 1100. Students enrolled in CAAS taught section of ACAD will complete this inventory during the Fall semester. Additional copies of the inventory are available through Academic Counselors.



TECHNIQUES AND STRATEGIES

Flash Cards

Having student-athletes make and use flash cards during sessions can be a great teaching tool, particularly in subjects where a great deal of vocabulary must be learned. Academic support staff members have access to index cards to use during sessions. In the traditional use of flash cards, the word is placed on one side and the definition is on the other. A multi-sensory approach would go a step further. For example, on the side with the definition the student could also write a sentence relating the word to a personal story or idea, and/or the student could draw a picture representing the vocabulary word. Reinforce the student-athlete's use of the flash cards once they are made by quizzing them orally or by having the student place the cards all over a table and one by one going through the words, quizzing themselves.

Paraphrase

To paraphrase is to put the student-athlete's responses into other words, to show them that you have understood what they are trying to say, and to let them know that they are being heard. Paraphrasing will either help make a concept clearer or it will demonstrate that the student-athlete is not communicating accurately.

Demonstration

A demonstration may be verbal, but is most often activity-based and serves to show how something is done. Tutors and academic mentors may demonstrate how to put evidence together to come to a conclusion. The process may also be reversed and the student-athlete may be asked to demonstrate a concept.

Writing or Diagramming

A dry erase board provides a large area in which to dramatize your information. The visual learner responds exceptionally well to this technique. Allowing the student-athlete to use the dry erase board ensures that he or she is actively involved in the learning process and checks his or her understanding of what is being discussed. Using paper, pencils, colored pencils, etc. may prove equally effective.

Use of Reference

Being a tutor or academic mentor does not mean that you "have all the answers." It is important to know when and how to ask for information. A staff member may need to refer to textbooks, class notes, dictionaries, other staff, etc. in order to provide assistance. This is a positive example for the student-athlete in that he or she may learn the importance of seeking help from other sources.

Testing

Developing a short quiz for your student-athlete(s) may be an excellent way of evaluating and reinforcing learning. There are various kinds of tests, including essay, matching, multiple choice, and sentence completion. Criteria for developing a test should be based on what you want to know about a student-athlete's mastery and on the type of test you expect the professor to give.



TECHNIQUES AND STRATEGIES CONT.

Summarizing

We tend to think of summarizing as an activity used at the end of a session, but the session can be stopped a number of times along the way so that the student-athlete can summarize what he or she has learned. Student-athletes can summarize orally, in writing, or with the use of diagrams and pictures, if appropriate. “Bite-sized” pieces of summary information usually work very well.

Silence

In order to get the student-athlete to play an active role in the session process, try silence. Count to ten before answering the question for him or her. This silence gives the student-athlete a little extra time to answer or comment on the subject. It also prevents the student-athlete from feeling rushed and will help him or her to develop confidence. Rushing to fill a void in the conversation can often close down lines of communication, causing the session to become a one-way process.

Ask Questions

The tutor or academic mentor should ask questions which require more than a simple “yes” or “no” answer. Questions which prove “why” or “what” are useful. For example:

“How does this concept relate to...”

“What incidents lead to...”

“In what ways does ... differ from ...”

“What can you tell me about...”

“Give an example of ...”

Academic support staff should show interest in the student-athlete’s answers and opinions. Playing devil’s advocate can be an effective means of stimulating discussion. Rephrase questions if necessary, but refrain from answering the question for the student-athlete. Ask the student-athlete to put the answer in his or her own words. After doing so, encourage the student-athlete to write it down exactly as he or she has presented it to you.



STRATEGIES TO USE WITH ACADEMICALLY AT-RISK STUDENTS

- Listen to the student. Identify and prioritize the issues presented.
- Investigate and assess specific areas of need for students who cannot easily articulate their difficulties. Ask the student to show you his/her notes, demonstrate how they read, and show you how they study for tests.
- Prioritize the needs with the student, and then set up a timeline to address these needs.
- Build independence by involving the student in planning for each session. In this way, the student will feel a sense of control and commitment to learning.
- Preview reading material with the student, and discuss important vocabulary and key words.
- Always begin with the basics; do not assume the student has prior knowledge of the subject.
- Check comprehension through oral feedback.
- Provide a structured session by breaking assignments into logical, small steps and by reviewing at the beginning and end of each session.
- Help the student understand the objectives of a course and how to prioritize their goals and schedules to meet the requirements.
- Help the student build good study strategies by using their academic strengths as much as possible.
- Help the student identify and understand his or her learning style and use personal strengths to develop effective study strategies.



VOCABULARY AND WRITING ESSAYS

Vocabulary

A lack of vocabulary can greatly disable a student's ability to learn. Students are not prepared to follow material presented in a classroom or textbook without knowledge of the lingo being used. Tutoring and academic mentoring sessions should include a review of important vocabulary for a given subject. This can apply to every subject, even a number based topic like math. Also, tutors and mentors should encourage students to look up the meaning of a word when the student is unsure of the definition or spelling. Teaching the student how to find an answer for themselves is a valuable tool.

Writing Essays

A tutor or mentor should never write or type for a student-athlete. This is an NCAA violation which could affect the student's eligibility and the tutor/academic mentors employment with CAAS. When working on an essay with a student, please remember:

- Help the student develop an outline. This will help the student get started on the essay as well as stay on topic.
- When editing an essay, the tutor/mentor and student should work together. Corrections should be made together, while the student makes the actual changes. The student should always understand why the change is being made in the essay.
- When the essay is completed, use Turnitin.com to ensure the student has done his/her own work. Turnitin.com is not only a means to detect plagiarism, but it is also a way to educate the student on how to correctly cite reference materials.



MATH/SCIENCE ASSISTANCE

When tutoring a student in math or science based courses, it is vital that the tutor encourages active participation on the part of the student-athlete during and outside of the tutoring sessions. Many students struggle with these type of courses and are uncertain on how to approach preparing for class, quizzes, and exams.

Below are some key points to remember when working with a student in math or science:

- Focus on directions and verbiage. Talk out what each problem is asking with the student. This will help the student to learn to identify different types of problems.
- Take advantage of the study rooms. Have students verbally talk through sample problems on the dry erase boards.
- Encourage students to work on their own. Ask the student to circle problems that they cannot understand and then work on those problems during tutor sessions. One can also assign problems to be completed prior to the next tutor session. This is especially important if the professor does not assign or require homework problems as part of the course grade.
- Create mock tests. It is especially helpful to mix up different types of problems with one another. This will help the student make sure they can identify and correctly complete different types of problems and questions.
- Summarize key formulas and concepts for each test into a study guide.
- Review all quizzes and tests immediately upon return from professor.
- The majority of math and science final exams are comprehensive. To help prepare for final exams, make a running study guide. This guide is composed of all former tests and quizzes. The student and tutor should also go over all returned homework, quizzes, and exams to look at missed problems/questions.



TUTOR RESOURCES