Dear Student Employees,

This is your year to lead! Why? There are lots of reasons!

- You are student leaders because you accepted **this particular job**! A CSL student employee is not just skilled in a subject area; a CSL student employee is a model student, a guide, a trusted friend, an advocate for students...and more!

- 2016-17 is the first year of Center-wide CRLA certification for all tutors and PAC coaches, and the beginning stages of SI certification. Certification is a big deal—not only does it add more money to your paycheck, but it also makes your resume stand out, and adds a unique ‘talking point’ for interviews. In essence, certification adds value to your current work and your future opportunities!

- The CSL is experiencing significant changes among our professional staff, and as we hire new employees, we will count on your help in welcoming and acclimating them to our CSL family!

We also have some exciting new initiatives to start the year:

- The addition of Computer Science as a part of the Walk In Science Lab;

- SI for Latin 101 and Decision Science 232 (Business Statistics);

- A ‘General Studies’ tutor available by appointment.

2016-17 is going to be a great year at the CSL, and, on behalf of the staff, we are looking forward to leading together!

The very best for a great start to the year,

Lindy

Lindy Coleman, interim Director
Center for Student Learning Staff

Lindy Coleman, Interim Director

Kaitlyn Kirk, Assistant Director
(Study Strategies & Supplemental Instruction)

Brigitte Codron, Director, Foreign Languages Lab

Robert S. Hogan, Director, Accounting Lab

Bonnie Devet, Director, Writing Lab

Lindy Coleman, Acting Director, Science Lab

Hope Florence, Director, Math Lab

Julie Davis, Director, Speaking Lab

Shula Holtz, Office Manager

Mallory Banks, Jordan Collins, Ashton Cradit, Da’Kia Pringle & Emily Smith, Front Desk Receptionists

Location
Marlene and Nathan Addlestone Library, room 116
205 Calhoun Street
Charleston, South Carolina 29401
p: 843.953.5635
f: 843.953.5798
csl.cofc.edu
Affiliations and Member Organizations

~CSL staff are members of and our tutoring services are certified through Level III:

[Image: CRLA logo]

https://www.crla.net/

~CSL staff are members of:

[Image: NCLCA logo]

NATIONAL COLLEGE LEARNING CENTER ASSOCIATION

National College Learning Center Association

http://www.nclca.org/

~CSL staff are members of and trained by:

[Image: SI logo]

The International Center for Supplemental Instruction

http://www.umkc.edu/asm/si/index.shtml

~CSL peer tutors have joined:

[Image: Tutor Matching Service logo]

Tutor Matching Service

Mission, Confidentiality and Ethics
Mission
The Center for Student Learning provides comprehensive academic support programs for College of Charleston students as they strive for excellence in learning, while promoting student leadership and development through peer education experiences.

Confidentiality
A student employee does not, at any time or for any reason, discuss or divulge information obtained while at work. Each employee is responsible for becoming familiar with the federal regulation known as the Buckley Amendment, or FERPA (http://registrar.cofc.edu/FERPA.htm), whereby information may be divulged ONLY to the individual to whom it pertains. Information from College publications such as the student directory or catalog is not considered confidential. **Student employees should inform their students that the Center provides student attendance reports and progress reports to faculty upon request.** All CSL student employees complete the **College of Charleston Non-Disclosure Policy** as a part of their employee paperwork.
Code of Ethics

The CSL supports the Association for the Tutoring Profession's Code of Ethics as cited below from http://www.myatp.org/ethics.htm#CODE_OF_ETHICS

1. BEST INTEREST: Tutors will be committed to acting in the best interest of tutees as specified by the employing organization or institute.
2. RESPONSIBILITY: Tutors will take responsibility for their own behavior and work to resolve conflicts that may arise between themselves and a client.
3. INTEGRITY: Tutors will practice and promote accuracy, honesty, and truthfulness.
4. FAIRNESS: Tutors will exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.
5. COMMITMENT: Tutors will fulfill commitments made to learners.
6. RESPECT FOR OTHERS’ RIGHTS AND DIGNITY: Tutors will respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality and self-determination.
7. EXCELLENCE: Tutors will strive to maintain excellence by continuing to improve their tutoring skills and engage in applicable professional development activities.
8. RESPECT FOR INDIVIDUAL DIFFERENCES: Tutors will respect cultural, individual, and role differences, including those based on age, sex, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status.
9. PROFESSIONALISM: Tutors will not engage in inappropriate relations with tutees.
10. CONFIDENTIALITY: Tutors will maintain the highest privacy standards in terms of protecting personal information relative to those whom they tutor.
National Collegiate Athletic Association (NCAA) Tutoring Guidelines

The College of Charleston is responsible for anything that tutors do related to the College’s prospects and/or currently enrolled student-athletes. The NCAA strictly limits the role a tutor may take with regard to student-athletes. Any infraction, no matter how minor it may seem, will jeopardize a young person’s opportunity to attend and compete for the College of Charleston as a student-athlete. The penalties for breaking those rules, whether by accident or intention, are severe. The best rule a tutor can take from this information is to ask someone who is knowledgeable about the NCAA rules before taking any action with a student-athlete.

NCAA Bylaw 16.02.3. Extra Benefit. An extra benefit is any special arrangement by an institutional employee or a representative of the institution’s athletics interest to provide a student-athlete or the student-athlete’s relative or friends a benefit not expressly authorized by the NCAA legislation. Receipt of a benefit by student-athletes or their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to the institution’s students or their relatives or friends or to a particular segment of the student body determined on a basis unrelated to athletic ability.

It is impermissible to:

Provide student-athletes with course supplies (e.g., calculators, art supplies)

Provide student-athletes with any type of extra benefits, including but not limited to:

- Money
- Tickets to sporting events, collegiate or professional
- Meals (i.e., treating a student-athlete to dinner, lunch or bringing cookies or cakes
- Transportation (i.e., offering a ride to class and/or home)
- Clothing
- Discounts on any merchandise or services
- Complete homework or coursework for a student-athlete
- Type or write a paper and/or an assignment for a student-athlete
- Sit-in for a class or take notes and/or an exam for a student-athlete
- Copy or fax information, notes, or assignments for student-athletes
- Tutor student-athlete outside of the assigned times. Over tutoring is a violation of the NCAA regulation.
CSL Services
Center for Student Learning Services

CSL employees are encouraged to refer students to other Center services whenever appropriate. Employees should be familiar with the other services that are available:

**Accounting Lab**
The Accounting Lab offers assistance to students in Financial and Managerial Accounting each semester. Solutions manuals are available for use with a tutor after working problems.

**Foreign Languages Tutoring Lab**
Students studying a foreign language can obtain assistance from peer tutors in reading, writing, and speaking the language. The focus is on grammar comprehension; in reference to written work and reading, the tutor must comply with the professor's permission on file. The Lab does not provide a translating service, and the tutors will not write papers for students. Worksheets, dictionaries, reference books, and computers are available for use in the lab. Spanish is a walk-in service; all other languages are by appointment.

**Math Lab**
The Math Lab offers help with College of Charleston math courses. Since tutors' areas of expertise vary, students should visit at various hours to find a suitable tutor and to avoid peak hours of use. Students are encouraged to do their homework and study for tests in the Lab well in advance of test days. The Math Lab provides handouts and books with supplemental problems.

**Speaking Lab**
The Speaking Lab assists students from any course or discipline with oral presentations for courses or conferences. Students working on a group presentation should make an appointment to ensure the availability of appropriate space. Consultants are trained to provide assistance with all aspects of developing an oral presentation. This Lab is by appointment only.
**Science Tutoring Lab**
The Science Tutoring Lab is staffed by peer tutors in Biology, Chemistry, Physics, Astronomy, Geology, and Computer Science who will assist students with understanding basic concepts, interpreting textbook information, and developing more effective study strategies. Students seeking assistance should check the schedule on the CSL website to determine days and times available for each subject area.

**Writing Lab**
The Writing Lab provides one-to-one assistance for every stage in the writing process for term papers, essays, letters, memos, or book reviews. Consultants act as audience, listening to students’ ideas and asking questions so that clients in the Writing Lab can make changes to their writing. Consultants also help clients review grammatical rules and principles of punctuation as well as the structure of sentences, paragraphs, and essays.

**Supplemental Instruction (SI)**
Study groups, led by trained student leaders, meet three scheduled times each week to support designated sections of selected courses. The goal of each session is to give students an opportunity to gain a better understanding of course content as well as learn more efficient and effective ways to study for the course.

**Other Tutoring Services**
Individual tutoring through the Center is available by appointment for selected introductory courses taught at the College that are not covered by a walk-in lab or Supplemental Instruction. Students may also request a ‘General Studies’ tutor to learn effective strategies for organizing study materials, creating tools for test preparation, and mastering best practices for many college classes. Students should contact the Center office to request a tutor for an individual course, or they may submit a request online via the CSL website.
Study Strategies
Individual appointments are available with professional staff experienced in study strategies, such as time management techniques, reading college texts, taking notes, and test taking. Resources are also available for preparation for standardized tests (GRE®, GMAT®, MCAT®, LSAT®, PCAT®, DAT®, and Praxis). Study strategies workshops, offered each week, are designed to cover a variety of topics that address ways to improve studying.
Policies and Procedures
Center for Student Learning Policies

Telephone Usage
Please silence cell phones while in the CSL. Personal calls are made outside work. The office phone is for business purposes.

Headphones
Please do not wear headphones during work hours, whether music is playing or not.

Copier
The CSL copier is available to reproduce materials needed for your sessions. One of the office staff will gladly help you.

Center Computers
The Center for Student Learning provides networked computers for academic and instructional student and student employee use. Please follow these guidelines, as well as commonsense, when using the Center computers:

- Priority is given to clients using Center computers for academic needs;
- Use a portable storage file to save your work;
- Employees are encouraged to become familiar with programs installed on the lab computers;
- The Center reserves the right to place reasonable restrictions on student and employee access to these computers.

To prolong the life of the Center computers and protect personal safety, please adhere to these rules, as well:

- Do not post contact information about any person that is not course-related;
- Report the receipt of any inappropriate message to Center staff;
- If you need to install or download instructional material to Center computers, contact Center staff;
- Maliciously deleting/damaging materials on a computer's hard drive constitutes vandalism and is a violation of college policy;
- Do not duplicate/copy any applications installed on Center computers.

Absences/Communication
Student employees are responsible for working assigned hours. Requests for time off are to be submitted to your supervisor and must be approved in advance. In case of illness, employees are responsible for 1) notifying your supervisor, 2) calling the Center office (953-5635), and 3) finding a replacement prior to the beginning of the scheduled shift.
Student employees are responsible for checking and responding to their College email on a regular basis. The College email system is the method used by the College to conduct all business; as a College employee you are expected to utilize this system.

**Food and Beverage**
Student employees and student users of the Addlestone Library and the Center for Student Learning are asked to be respectful of others and their surroundings with regard to eating and drinking. All drinks should have a lid, and all food waste should be disposed of properly outside of the Center. If at any time the consumption of food or drink interrupts the work of the Center, the student will be asked to dispose of it immediately.

**Personal Information Change**
The student employee is responsible for giving a new address, e-mail, and phone number to the office manager.

**Center Reception Area**
The Center’s lobby is a workspace for office personnel and a greeting place for visitors. If you need to meet with friends and fellow employees, you can move outside to the first floor of the library. Student employees working at the desk are asked to meet friends and fellow employees after work.

**Safety Issues**

  **Fire.** In the event of a fire alarm (either drill or real) please exit the CSL in a calm manner via the CSL front door and out the emergency exit in the stairwell located by the CSL front door.

  **Tornado.** If there is a tornado warning given please move to the interior labs (Math, Writing, or Foreign Languages) and away from windows. Please go under a table and protect your head.

  **Health.** If there is a health related emergency please call the Emergency (Public Safety) number at 3-5611 and seek out one of the Public Safety Officers located in our building.

  **Active Shooter Response.** If there is an active shooter outside the CSL please lock the door to the CSL and hide in an interior lab and away from windows. If there is an active shooter inside the CSL, please exit the building as quickly as possible.

  **Difficult Students.** If you find that you are dealing with a difficult student, for example one who doesn’t understand boundaries or uses a tone or language that is offensive to you, please come to the front desk and alert either the receptionist or another professional staff member. We are here to help and are happy to consult with you or take action on behalf of the Center. You should never be made to feel uncomfortable, and it is your responsibility to allow the staff to know of potential problems with student conduct.
CSL Employee Expectations

What the CSL expects from student employees:

1. **Competency:** I feel capable of tutoring the subjects listed on my application and will notify Center staff if I do not feel comfortable tutoring a particular course or subject.

2. **Training:** I agree to attend the Center’s mandatory training and other training sessions that help me achieve my CRLA certification.

3. **Attendance:** I will keep all scheduled appointments with students and arrive on time. If I cannot attend a tutoring session, I will notify the student in advance. I agree to reschedule any appointment that I must cancel.

4. **Time records:** I will sign in and out before and after every shift. I will complete time sheets in the Center on the 1st and 16th days of every month. Report will be pre-printed for me, I will sign/date the form. Then I will enter hours on the electronic time sheet on My CofC and submit for approval. Paychecks will be directly deposited into my account. If I don’t submit direct deposit information to Career Center, I will receive a Bank of America cash card in lieu of a traditional pay check.

5. **Preparation:** I am familiar with, or will become familiar with, the materials currently used in the courses I tutor.

6. **Conduct:** As an employee of the Center, I will conduct myself at all times in a professional manner while performing my duties, including dressing appropriately.

7. **Respect:** I will remember that as a Center employee I am also serving the College of Charleston and will treat each student with respect.

8. **Confidentiality:** I understand that as a Center employee I may not discuss or divulge information regarding the students I tutor outside the Center.

9. **Concerns:** I will notify my lab director or other Center professional staff of any questions or concerns that I have regarding the students I work with or any aspect of the Center’s program.
What Student Employees Can Expect From Students:

1. **Attendance:**
   - A student is expected to make every effort to arrive on time for all sessions. If someone is unable to attend a tutoring session, he/she notifies the tutor and/or the Center. If he does not notify either the tutor or the Center in advance, the absence will be counted as a “No Show.”
   - If a student misses a second appointment, he will not be able to receive tutoring until he contacts the Center's associate director.

2. **Preparation:**
   - A student is expected to attend tutoring sessions prepared. Tutors can request that he bring all relevant class materials (notes, textbooks, handouts, assignments, etc.)
   - A student is expected to assume full responsibility for success in his courses. He does not hold the tutor or the Center accountable for any lack of dedication on his part.
   - A student is expected to understand that the Center is not obligated to provide a tutor for a class when he lacks the prerequisite coursework. Tutoring is a supplement to the material covered in these courses.

3. **Problems or Questions:**
   - A student is expected to notify Center staff regarding any questions or concerns he has about his tutor or any other aspect of the tutoring program.
   - A student is expected to understand that the Center will pay for a set number of hours of tutoring per week for courses not covered by walk-in labs or Supplemental Instruction. Additional hours are requested by the tutor during a consultation with the associate director.
College Reading and Learning Association (CRLA) Certification
CRLA Certification

The College Reading and Learning Association (CRLA) issues standards for tutor training programs and offers national certification for programs meeting established criteria. Certified programs may award certification to tutors based on training and experience. All CSL tutoring is certified through Level III (Master). Certification is awarded based on following criteria:
1) acquisition/documentation of required number of training hours;
2) attendance at/documentation of required types training activities/training topics;
3) completion/documentation of required number of tutoring hours;
4) completion/documentation of annual observation by supervisor.

The CSL provides 4 hours of the general training during CSL Student Employee Training, which is mandatory for certification. Other opportunities for 'live' training are made available through the 'Fridays@1' workshop series, the Study Strategies Workshops, and through other offices on campus. There are 'self-paced' opportunities available on OAKS. Individual lab directors also offer additional training opportunities in specific areas.

Topics covered in training include ethics and philosophy of tutoring, tutoring techniques and responsibilities, communication skills, critical thinking skills, multicultural awareness, role modeling, record keeping and documentation, study strategies, and review of course content.

Tutor selection includes recommendation from the faculty in the department, grade of B+ or above in courses being tutored, high overall GPA (3.0 and above), professor recommendation, and interview by the lab director, including skills and subject evaluation. Periodic evaluation of tutor performance helps to maintain high standards in the labs.

The certification program allows tutors to receive recognition for their successful work from a national organization and also sets a standard for the minimum skills and training a tutor needs to be successful. Other rewards for tutors include a salary increase where appropriate, and recognition from the College Provost to enhance resumes. Certification of the training programs creates awareness of the credibility of the Center by the faculty, students, and administration.
Certification Resources for Student Employees

Below are resources to help you monitor your efforts toward certification. It is the tutor's responsibility to track all training activities and present a completed packet to the Lab Director. Please use the forms listed below, which are available on the CSL website http://csl.cofc.edu/tutoring/index.php

- **CRLA Tutor Certification Checklist (Levels I-III)**
  This chart will help you track the type/topic of training, the length of time, and the requirements for your level.

- **Attendance and Reflection Form for Certification**
  For each workshop or event you attend, or each OAKS module you complete, that is **not the initial, beginning of semester training**, you must complete an Attendance and Reflection form. This is a requirement for both face to face training scenarios and self-paced activities.

- **Student Employee Annual Evaluation/Observation Form**
  Tutors will be evaluated on an annual basis by their Lab Director.

- **‘Fridays@1’ Ongoing Training Series**
  ‘Fridays@1’ is a series of workshops linked specifically to certification topics. The schedule is updated each semester.

- **Study Strategies Workshop Series**
  Offered each semester on a wide range of topics, and at varying times and locations.

- **Diversity Workshop Schedule**
  The Office of Institutional Diversity offers a variety of workshops during the semester.

- **Training Modules for CSL Student Employees on OAKS**
  For self-paced training, these modules offer articles, videos, and activities. All student employees are loaded into the OAKs course. The OAKS course also contains resources, such as the CSL Student Employee Manual, Certification and Reflection sheets, and tracking charts for each level of certification.
Overview of CRLA Training Requirements—Level 1

I. Training Hours
   10 hours minimum, 6 of which must be live.

II. Training Topics
   8 areas of training must be covered from the following list (may be live or self-paced):
   1. Definition of tutoring and tutor responsibilities
   2. Basic tutoring guidelines (do's/don'ts')
   3. Techniques for successfully beginning and ending tutoring session/customer service
   4. Adult learners, learning theory, and/or learning styles
   5. Assertiveness and/or handling difficult students
   6. Role modeling
   7. Setting goals/planning
   8. Communication skills
   9. Active listening and paraphrasing
   10. Referral skills
   11. Study skills
   12. Critical thinking skills
   13. Compliance with ethics and philosophy of tutoring program/sexual harassment/plagiarism
   14. Modeling problem solving
   15. Other (Specify): Diversity, Safety, Subject-specific

III. Tutoring Experience
   A. 25 hours of actual tutoring experience is required.

IV. Annual Observation
   A. One annual observation has been completed.
   B. The results of the observation has been shared with the tutor.

V. Tutor Qualifications (requirements to work as a tutor at the CSL)
   A. Received a B+ or better in course(s) in which you tutor.
   B. Maintain a 3.0 or better overall GPA.
# Tutor Checklist for CRLA Level I Certification

Tutor Name: __________________________________________________________

I. Training – Refer to the *CRLA Level I Topic Chart* to help determine hours counted and CRLA topics for which training modules are approved.

<table>
<thead>
<tr>
<th>Date of Training</th>
<th>Title of Training</th>
<th>CRLA-Applicable Topics (see list)</th>
<th>Format of Training (Live or Self-Paced)</th>
<th>Hours Counted Toward Certification</th>
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Total Number of CRLA Topics Covered: _____ (Minimum of 8 required)
Total Number of Training Hours Completed: _____ (Minimum of 10 required)
How many of those hours were live, in-person, real-time? _____
(Minimum of 6 live hours required)

II. I have completed 25 hours of actual tutoring. __y/n_____

III. My annual observation was done on: ___(date)_____.
My results were shared with me on: ___(date)_____.

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## College Reading and Learning Association (CRLA) Certification Training

### Attendance and Reflection Record

<table>
<thead>
<tr>
<th>Tutor ______________________</th>
<th>Lab ______________________</th>
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<tr>
<td>Name of Event _____________________________________________________________________</td>
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<td>Live or Self-Paced __________</td>
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<tr>
<td>Date __________</td>
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Reflect on what you learned. How will this information help you as a tutor?

____________________________________________________________________________________
____________________________________________________________________________________
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Lab Director Signature ________________ Date: ________________

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Reflect on what you learned. How will this information help you as a tutor?

____________________________________________________________________________________
____________________________________________________________________________________
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____________________________________________________________________________________

Lab Director Signature ________________ Date: ________________
Tutoring Tips and Tools
Tutoring Tips and Tools

Tutoring Sessions – One Step at a Time

Welcome  Establish a relaxed, pleasant atmosphere in which to work with your student.

Relax    Establish a friendly, supportive relationship with your student.

Inquire Determine the student’s expectations of tutoring sessions and his or her expectations of you. Gather information about past academic experiences. It is best to do this by asking open-ended questions.

Care    Display your own interest in the subject that you are tutoring. It is unlikely that students will learn from tutors who care little about the subject they are discussing.

Work    Get down to work discussing, probing, and exploring the subject at hand. Foster independence by asking open-ended questions and listening intently to the student’s responses.

Praise  Build student’s confidence whenever possible. Praise the student for correct answers. Use positive reinforcement.

Assess Allow the student time to evaluate his or her progress; the tutor should evaluate the student as well. Offer constructive feedback. Be sympathetic to a student’s frustrations.

Plan  Discuss with the student a general tutoring plan for the semester. Each week the tutor and student will prepare for the next session by establishing assignments and making a plan.

Act The tutor should act ethically and adhere to a high standard of conduct at all times.

Give The tutor should never give up; patience and sensitivity should always be displayed.
Tutoring Tips

Helping to Find Problem Areas

- Don’t accept that your students are having trouble with *everything*; ask them to be **more specific**.
- Ask students to tell you what they *do* know.
- Have your students begin work on their own.
- Watch your students work; make note of where they get stuck.
- Don’t assume a student does or does not know something; it is always best to ask.
- Ask students to identify problems/questions which can be addressed during tutoring sessions.

Explaining and Clarifying

- Come up with a few different ways to explain a concept.
- Make explanations easy to comprehend by using simple terms.
- Use interesting examples to illustrate your points.
- Go back to basics if, and when, necessary.
- Try to show the underlying logic or reason for doing something a certain way.
- Always check for understanding. Ask your students to explain what you have just said; clarify if necessary.

Fostering Independence

- Let the students do the writing during tutoring sessions.
- Never do the student’s homework or just give the answers. Help students to understand the concepts so that they can get the answers or complete assignments themselves.
- After working out a problem together, have your students work on a similar one without your assistance.
- Let students come up with their own ideas, as well as identify and correct their own mistakes.
- Increase their self-reliance by encouraging students to refer to a dictionary, index, glossary, etc.
- Build self-confidence! Accentuate the positive: point out what has been done well before discussing what is wrong or omitted.
- Express your confidence in the student’s abilities.

Source: Hofstra University Tutorial Program, *Tutorial Manual*
Walk-In Tutoring Labs

- Foreign Language (Spanish)
  - Math
  - Writing
- Sciences (Biology, Chemistry, Geology, Astronomy, Physics, Computer Science)
  - Accounting
Using TutorTrac for Walk-In Tutoring Labs

It is the student’s responsibility to log themselves in and out of the labs; however, it is the tutor’s responsibility to verify that the student logged in and out of TutorTrac. If a student needs assistance logging into the system, use the directions below.

**Signing Students into the Center**
- Go to the Log Student box
  - Type either the student id or their last name and press enter
  - Click ‘Log In’
    - Select the Subject
    - Select the Reason for the visit
  - Click Continue

**Logging a Student Out**
- Go to the Log Student box
  - Type either the student id or their last name
  - Select Log Out
    - Answer Survey Questions
    - Enter remarks for visit
  - Select consultant. Select Continue

**Signing into the Center for Work**
- Go to the Log Student box
  - Type your last name and press enter
    - If you work in multiple areas in the CSL you will see your name listed multiple times with the lab abbreviation. (ex. Aaron (AC) Lane, which stands for Accounting Lab) Choose the appropriate listing.
  - Click log In
  - The system will automatically log you in.

**Signing out of the Center for Work**
- Go to the Log Student box
  - Type your last name and press enter
  - Click Log Out
  - The system will automatically log you out.

It is imperative that all tutors logging in and out of work use their last name only.
‘By Appointment’
Tutoring:
• Individual Tutoring
• All Foreign Languages (except Spanish)
• Speaking Lab
By Appointment Tutoring Log-in Procedure

- **Tutor arrives** (Waits for student)

- **At appointment time, log in student with potential reason code & tutor name**
  - **Student arrives & confirms their reason code**
  - **Student “no shows” and front desk changes reason code to “No show.”**
    - Tutor paid for \( \frac{1}{2} \) hr
  - **Student AND tutor log out together at front desk**

- **Tutor arrives & both log in together at front desk (reason code & tutor name)**

- **Student arrives** (Waits for tutor)
  - **Tutor “no shows”; contact tutor & Let Shula know**
  - **Student AND tutor log out together at front desk**
More Information for By Appointment Tutoring...

- All tutoring is conducted in CSL Labs or Addlestone Library during CSL hours. **Please note:** If you tutor in the library, you must return to the CSL with your student in order to sign out.

- Foreign Language tutoring must take place in the Foreign Language Lab.

- By appointment tutors are paid for the time they actually work, not ‘by the hour’.

- Students may receive up to 2 hours of tutoring per week, per subject, if the tutor has the time available. If the student requests additional time, the student should schedule an appointment with the Associate Director of the CSL to discuss this matter.

- Make sure the CSL front desk has your correct contact information.

- Enter CSL’s main phone number into your phone (843-953-5635), so you know who is calling if we need to reach you.

- Read and respond promptly to all CSL-related emails and reply promptly to voice messages from the CSL.

- Reply promptly to texts, emails, or calls from students who wish to make an appointment.

- Arrange for the student to meet you at the CSL, and confirm your scheduled appointment the day before.

- Please alert the front desk staff that you are waiting for a student.

- Look for the student, greet the student, and make sure the student signs in at the front desk.

- Wrap up the session by walking the student back to the CSL front desk, arranging for a next meeting, and engaging in a friendly goodbye.

- If you need to be removed from the tutoring list temporarily, please see your Lab Director or the Associate Director of the CSL. **DO NOT** tell students that you are “not taking any more students” if you have not first informed the CSL.

- If you choose to tutor on Tutor Matching Service (TMS), please remember that your first obligation and priority is to work with students as a CSL tutor.

- If you must cancel a tutoring appointment, contact the student as early as possible, and promptly reschedule at the student’s convenience.
Supplemental Instruction (SI)

International Center for Supplemental Instruction
Frequently Asked Questions about the SI Program

What is SI?
Supplemental Instruction (SI) is a series of weekly review sessions for students taking historically difficult courses. SI is provided for all students in the course section who want to acquire effective learning strategies and develop an understanding of difficult course material and improve their grades.

Attendance at sessions is voluntary. It’s a chance for students to get together with classmates to compare notes, discuss important concepts, develop strategies for studying the subject, and test themselves before the instructor does so that they are prepared. At each session, students are guided through the course material by the SI Leader.

What is an SI Leader?
Have you ever wished you could do something over, knowing what you know now? SI Leaders are students themselves and are prepared to share with you what they have learned over the years about how to study. They have taken the course, done well in the course, and can be a valuable resource to other students.

SI Leaders know the course content and are anxious to help guide students through it. They will be in class with the students every day, serving as a model student. What they won’t do is re-lecture; their job is to help students think about the lectures, the texts, and the material, and then to put it all together during the SI sessions. SI can help students learn difficult course material more efficiently.

Tasks of the SI Leader

1. SI Leader Training
   - Attend entirety of pre-semester training and all trainings held throughout the semester
   - Meet with SI Supervisor and faculty regularly
   - Prepare written session plans for each week of SI session
     - Submit session plans on time each week for feedback from Senior Leader
     - Include the learning objectives, difficult content, and strategies for the learning activities

2. Attend the Targeted Class
   - Introduce yourself to the course instructor before the semester begins and set-up expectations
• On the first day of class, introduce SI to the students and administer beginning-of-term survey during the first week (or after census day)
• Schedule SI sessions according to most popular times on the survey
• Check with SI supervisor for room assignments for SI sessions
• During the second week of classes, announce the SI schedule and room locations
• Attend class and serve as a model student for all students in the course
• Market SI sessions and program throughout the semester

3. Conduct Sessions
• Plan an introduction to the SI session and the SI model
• Conduct 3 one-hour long SI sessions each week
• Organize the SI session with built-in flexibility for the needs of attendees
• Utilize session strategies taught in training to ensure proper facilitation
• Provide closure (e.g. a quiz, a summary, a suggestion for future study) to check for understanding

4. Support Faculty
• SI Leaders support the classroom instructor by providing feedback about students’ difficulties, content-related issues, etc.
• SI Leaders will respect all faculty at the College and will report any issues directly to the SI Supervisor

5. Integrate Content and Learning Strategies
• Redirect discussion to the group
• Provide Wait Time after a question is asked and after an answer is given, to allow students time to process the question and answer
• Use the language of the discipline and encourage students to do the same
• Integrate the how-to-learn with the what-to-learn
• Get students organized and get them started, but don’t do the work for them

6. Collect Data for Program Evaluation
• Collect attendance data at EVERY SI session and enter the data in TutorTrac weekly during office hours
• Administer mid/end-of-term questionnaires

The SI Leader and the Instructor
Do:
• Treat the instructor as your ally-- never as your adversary.
• Meet with the instructor during their office hours to clear up any uncertainties you may have regarding material discussed in the SI sessions or lectures.
• Provide the instructor with feedback about how the sessions are going.
• Show the instructor a copy of your plan for your SI session. They can provide feedback to help make your plan more appropriate to the course material.
Ask the instructor for permission to make announcements to the class. Ask permission before surveying the class, as well as advertising for the program and sessions.

Be helpful to the instructor whenever possible. You should not assume the role of being the instructor’s assistant, but offer to assist the instructor in tasks such as passing out materials or other similar activities.

Don’t:

- Criticize the instructor during an SI session. Students will report this to the instructor and it is not helpful. Students are responsible for their academic performance, regardless of the instructor’s style.
- Grade papers/tests or be involved in constructing test items.
- Set yourself up as a teacher. Your purpose is to facilitate the learning of the material, not to do or evaluate the teaching.
- Hesitate to refer the instructor to the SI Supervisor if he/she requests anything about which you are uncertain or with which you are uncomfortable.
- Answer questions the instructor poses to the class or involve yourself in class discussions unless the instructor directly invites you to do so.

The SI Leader and the Student

Do:

- Say “yes” to students’ requests whenever it is reasonably possible to do so.
- Remember that the goal of SI is more than simply helping students score well on examinations. Many things can contribute to retention.
- Recognize the limits of your job description and training. You are a recognized expert on the course, but that is as far as you have to go. Listen patiently to all other problems and refer the student to those persons who are recognized experts with the problem the student describes. When in doubt, contact your SI Supervisor immediately if you are concerned about the student’s safety.
- Attempt to treat all students as you would treat a peer.
- Provide straightforward, truthful responses.

Don’t:

- Allow yourself to be drawn into an argument with students.
- Demand that students have to defend themselves to you; if they miss a session, act concerned, but don’t demand an explanation.
- Say anything that would make you sound like an authority of any kind.
- Feel obligated to fix problems that students create and can solve for themselves. Just remember to be diplomatic when you must decline the invitation to get involved.

*Adapted from UMKC Supplemental Instruction Leader Manual, 2014
Supplemental Instruction
TutorTrac Information

How to Enter Work Hours:

Click On

Student ID = Your CWID
Date = Work Date
Center = “SI Employee Login”
Reason = Your reason for Work

Time = Work Time
Subject = “Work”
Consultant = Your name

Student ID = You
• Click on Student ID
• Type in your CWID
• Select yourself
Date = Enter the date of work
Center = “SI Employee Login”
Reason = Choose a reason for work

Time = Time in and out
Subject = “Work”
Consultant = Choose your name
How to Enter Session Visits:

Click on Date = Session Date
Reason = "SI Visit"
Subject = Select course section

- If you have multiple sections, you will need to select each section and each student that attended from that section.
Show Enrolled/ Similar Visits = Click (after you have selected the subject)

Time = Session start and end time
Consultant = Select your name
Select SI Batch Entry tab

- Select the students on the right (that have never come to a session).
  - At the end of the list select batch create.
- Then select the students on the left (that have come to a session).
  - At the end of the list select batch create.

NOTE: If you have a no show, don’t select any student and click batch create at the bottom on the left list.
Peer Academic Coaching (PAC)
What Is Academic Coaching?

"Academic Coaching is an interactive process that focuses on the personal relationship created between the student and the coach. The coach challenges the student to think about his or her personal and/or professional goals in order to relate them to his or her academic/educational goals. In this learning process, it is important for the coach to encourage the student to become more self-aware by understanding his or her strengths, values, interests, purpose, and passion."

--National Academic Advising Association (NACADA)

"A one-on-one interaction with a student focusing on academic strengths, interests, goal setting, engagement, study skills and academic performance."

--University of South Carolina ACE (Academic Centers for Excellence) program

What Is Peer Academic Coaching (PAC) at the College of Charleston?

The PAC Program hires students who possess exceptional time and self-management skills, trains them in peer coaching techniques, and matches them with students who are experiencing academic difficulty due to poor time and self-management skills. These pairs of students meet weekly to create monthly calendars and weekly plans, assess progress, and identify needed support and resources. They also 'touch base' via phone, text, and email during the week.
PAC Appointments

- Each PAC coach is ‘introduced’ to students via email. It is the coach’s responsibility to reach out to and schedule an initial appointment with each student, and then work with each student to choose a regular, weekly meeting time.

- The coach has one hour/week paid time with each student, and is expected to work with the student for an hour throughout the week—face to face meetings, phone calls, emails, texts. It is up to the coach and student to find the best methods of communication, but each week there must be at least one face to face meeting.

- In addition to scheduling and maintaining regular contact with students, the coach must keep good records, both for student employment/timesheet purposes and for internal data analysis. The format for this record-keeping will be explained during PAC Coach training, and each coach will keep a binder of reports.

- In addition to CSL Student Employee Training at the beginning of each semester, there will be 3 additional, mandatory, paid training sessions scheduled each semester specifically for PAC coaches.

- Additional resources for PAC coaches can be found on the CSL website.
Thank You for Sharing your Time, Talents, and Enthusiasm as a CSL Student Employee! Your Efforts Make a Difference in the Lives of your Peers!