

VILLANOVA

Office of Academic Support for Athletics



2008-2009 Tutorial Assistance
Program Manual

A Tradition of Academic Excellence

Table of Contents

	<u>Page #</u>
Tutorial Assistance Program Staff	3
<i>Mission Statement</i>	
Tutorial Staff Introduction Letter	4
Academic Calendar	5
Tutorial Assistance Program Information	6
Tutoring Program	
Tutoring Program Administration	
Code of Academic Integrity	7
Confidentiality	8
Fraternization	8
Sexual Harassment	8
National Collegiate Athletic Association	9-11
<i>NCAA Rules and Regulations</i>	
Hiring/Payroll Process	12
Hiring Procedures	
Payroll	
Tutorial Specifics	13-14
<i>Tutor Agreement</i>	
<i>Tutor Assignments</i>	
<i>Scheduling Appointments</i>	
<i>Student-Athletes with Learning Disabilities</i>	
<i>Confidentiality</i>	
<i>Signing In and Out</i>	
<i>Session Report</i>	
<i>Tutor Evaluation</i>	
<i>The Instructor</i>	
<i>Quick Tips for Effective Tutoring</i>	
Missed Appointment Policy	15
The Tutorial Session	16
Guidelines for Tutors	18-19
Academic Resource Center (ARC)	20

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Our Mission:

The mission of the Office of Academic Support for Athletics is to provide supplemental academic support for all varsity student-athletes at Villanova University in a manner that addresses their unique academic needs. Primary academic advising and support are received from the faculty advisor assigned to each student from his or her home college, school or department. Academic progress will be monitored constantly to assure that NCAA and university rules and regulations are met and progress is being made towards graduation. The Academic Support Staff will act as a liaison between the academic and athletic communities and address any problems that may arise. The Tutorial Assistance Program and the Tiered Freshman Mentoring Program provided by the Office of Academic Support insure academic success for all student-athletes.

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Dear Tutorial Staff,

Welcome to the Office of Academic Support for Athletics staff. The Office of Academic Support is in place to aid the student-athlete in their transition into collegiate athletics, academic programs and their ultimate goal of graduation. As tutors you will play an integral role in accomplishing this goal.

This manual has been created to assist you as you prepare to become a tutor for the Office of Academic Support for Athletics. Upon completion of this manual, you will be acquainted with all the necessary procedures and policies associated with our Tutorial Assistance Program.

As the 2008-2009 academic year approaches, we are extremely excited to welcome you to the Tutorial Assistance Program. This will be the fourth year that the Academic Resource Center (ARC) is fully operational. As in the past, the ARC will be the primary location for the Tutorial Assistance Program.

As a member of the tutorial staff you will be asked to serve in the role of educator and role model. You will provide the necessary link between the academic and communities at Villanova University. Your role as an academic tutor will be instrumental to the success of our student-athletes and the Office of Academic Support.

Hopefully, you will come to realize in your time as a tutor, that student-athletes are no different from the conventional students on the Villanova University campus. What differentiates the student-athlete from other students are the time demands of intercollegiate athletics combined with maintaining a satisfactory level of academic excellence. During the 2007-2008 academic year, the student-athlete Grade Point Average was above a 3.0. This extraordinary accomplishment could not have been achieved without the dedication of our tutorial staff.

For many of our student-athletes, our tutorial assistance program is a fundamental component of achieving their goal of graduation. With your dedication and professionalism as a tutor, combined with the additional services offered by the Office of Academic Support for Athletics, we will achieve our goal of graduation, expanding Villanova University's expansive group of alumni.

Once again, welcome to the tutorial staff of the Office of Academic Support for Athletics. We are looking forward to working with you as we embark on a new academic year.

Sincerely,

Amy Morgan
Associate Director of Academic Support

Jenn Porreca
Assistant Director of Academic Support

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Academic Calendar 2008-2009

Fall 2008

August 25	Mon	Classes begin-Full-time Studies
August 31	Sun	*Last Day for Drop/Add
September 1	Mon	Labor Day-No Classes
September 19	Tues	St. Thomas of Villanova Day
October 13-19	Mon-Fri	Semester Recess
November 12	Fri	Last Day Authorized Withdrawal without Academic Penalty
November 25	Tue	Thanksgiving Recess Begins after last class
December 1	Mon	Classes Resume
December 11	Thu	Final Day of Classes
December 12	Fri	Reading Day
December 13-19	Sat-Fri	Final Examinations (no exams on Sunday)

Spring 2009

January 12	Mon	Classes begin
January 18	Sun	Last Day for Drop/Add, Satisfactory/Unsatisfactory and Audit
March 2-9	Mon-Fri	Semester Recess
April 1	Wed	Last Day for Authorized Withdrawal without Academic Penalty
April 8	Wed	Easter Recess begins after last class
April 14	Tue	Classes Resume
May 1	Fri	Final Day of Classes
May 2-8	Sat-Fri	Final Examinations (no exams on Sunday)
May 16-17	Sat-Sun	Baccalaureate and Commencement

Tutorial Assistance Program Information

Tutoring Program:

The Tutor Assistance Program for Villanova University student-athletes is run out of the Office of Academic Support for Athletics and the Academic Resource Center (Villanova Stadium Press Box). Tutorial services are available to student-athletes free of charge upon request. Student-athletes may request tutors for the duration of a semester, or for specific academic deadlines, (i.e. upcoming exams, paper due, or projects). Tutors may be asked to conduct tutorial sessions in small groups and on an individual basis.

Tutors are selected for hire based on their content knowledge, their “teaching ability” and their ability to relate to the student-athlete. Tutors must have at least a 3.0 grade point average in their tutorial discipline.

The tutorial staff is an integral component to the success of our student-athletes at Villanova University. The tutorial staff combined with the many other services offered by the Office of Academic Support for Athletics is instrumental in maintaining the complete academic and athletic support system.

Tutoring Program Administration:

The Tutor Assistance Program is maintained by the Assistant Director of Academic Support out of the Office of Academic Support for Athletics, in the Jake Nevin Field house.

All payroll related information is administered by the Assistant Director of Academic Support.

Rules & Regulations

Code of Academic Integrity

Villanova University's "Code of Academic Integrity" clearly explicates the rules by which all students of the University are to follow in their pursuit of learning. The intent of the "Code of Academic Integrity" is to ensure that all students learn *honestly*.

As tutors there are specific areas that you should be conscious of. These areas include plagiarism, fabrication of information, assisting in or contributing to academic dishonesty, and unsanctioned collaboration.

Plagiarism: Students shall not rely on or use someone else's words, ideas, data, or arguments without clearly acknowledging the source and extent of the reliance or use. *From the "Code of Academic Integrity"*

Fabrication: Students shall not falsify, invent, or use in a deliberately misleading way any information, data, or citations in any assignment. *From the "Code of Academic Integrity"*

At times you will be required to assist/edit student-athletes with research papers or reports. Student-athletes should be instructed to acknowledge through formal documentation all information (ideas, data, arguments or someone else's words) that is not the student-athletes.

Also, student-athletes should also be instructed that changing published data for purposes of enhancing their own research is also in violation of the "Code of Academic Integrity".

Unsanctioned collaboration: When doing out-of class projects, homework, or assignments, students must work individually unless the instructor has expressly permitted collaboration. *From the "Code of Academic Integrity"*

Tutors are to ensure that all work done during sessions are not graded assignments.

Assisting in or contributing to academic dishonesty: Students shall not help or attempt to help others to commit an act of academic dishonesty.

As tutors you may have taken the class that your tutee is currently enrolled. Under no circumstance are you to provide your tutee with work you have previously submitted.

Confidentiality

As a member of the tutorial staff for the Office of Academic Support for Athletics, you will be privy to information regarding student-athletes. All such information should be kept confidential. Under no circumstance should information obtained during a tutorial session or from the support staff be shared with anyone other than the student-athlete or the support staff.

Fraternization

Tutors and student-athletes must conduct themselves as professionals at all times in tutoring sessions. Fraternalization among the tutorial staff members and/or between staff members and student-athletes is prohibited while tutorial sessions are being conducted and/or duties being performed.

Sexual Harassment

It is the policy of Villanova University to maintain an employment and educational atmosphere free of any pressures on employees and students relating to sexual harassment. Consistent with applicable federal and state laws the University endorses the objective that employees and students be free of situations where sexual considerations form the basis for business or educational decisions. The campus prohibits sexual harassment.

Sexual harassment may be described as unwelcome sexual advances, requests for sexual favors, and other physical, visual, or verbal behavior of a sexual nature where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment or educational environment.

Sexual harassment will not be tolerated at Villanova University, and employees or students who engage in such conduct are subject to a full range of the University's disciplinary policies.

In assessing whether a particular act constitutes sexual harassment forbidden under this policy, the standard shall be the perspective of a reasonable person within Villanova community. The rules of common sense and reason shall prevail. Allegations of sexual harassment shall be judged with attention to the facts particular to the case and the context in which the alleged incident(s) occurred.

NCAA: National Collegiate Athletic Association

NCAA Rules and Regulations:

Villanova University is responsible for ensuring that its various constituencies (e.g. University staff, faculty, student-athletes, alumni, and friends) abide by the National Collegiate Athletic Association (NCAA) rules and regulations. Under the NCAA rules, all alumni, friends and employers of the University are categorized as “representative of Villanova’s athletic interests.”

Extra Benefit

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

Student Providing Transportation and Meals to Student-Athletes

A student who is a part-time employee of the athletics department and is an established family friend of a student-athlete would be permitted to continue to provide transportation and occasional home meals to the student-athlete based on the individual’s preexisting relationship.

Permissible Expenses (Bylaw 16.3.1)

Academic and other support services that may be financed by an institution are:

- A. Tutoring expenses;
- B. On-campus student development and career counseling (including the provision of related materials of little or no commercial value to student-athletes) utilizing outside resources;
- C. Use of computers and typewriters (on a check-out and retrieval basis);
- D. Organized day planners that are non-electronic, and are developed and produced by the institution (as opposed to being purchased commercially);
- E. Course supplies that are required by all students in the course and specified either in the institution’s catalog and/or course syllabus;
- F. Use of copy machines, fax machines, and the internet, academically related.

No permissible Expenses (Bylaw 16.3.1)

Services that may not be financed by the institution, but are not limited to the following:

- A. Typing costs, even if type reports and other papers are a requirement of a course in which a student-athlete is enrolled. Typing costs are not considered an institutional fee under NCAA legislation, and payment would be considered an extra benefit not available to the general student body;
- B. Course supplies- not listed on course syllabus or institution’s catalog (e.g., calculators, art supplies);
- C. Use of a copy machine, fax, or internet for personal use, not academically related.

Complimentary Admissions (Bylaw 16.2.1)

A student-athlete may not receive payment from any source of her/her complimentary admissions and may not exchange or assign them for any item of value.

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Gambling Activities (Bylaw 10.3)

Staff members of the athletics department and student-athletes shall not knowingly:

- A. Provide information to individuals involved in organized gambling activities concerning intercollegiate competition;
- B. Solicit a bet on any intercollegiate team;
- C. Accept a bet on any intercollegiate team;
- D. Solicit or accept a bet on any intercollegiate competition for any item that has value;
- E. Participate in any gambling activity that involves intercollegiate athletics or professional athletics, through a bookmaker, a parlay card, or any other method employed by organized gambling.

Unethical Conduct (Bylaw 10.1)

Unethical conduct by a prospective or enrolled student-athlete or a current or former institutional staff member may include, but is not limited to, the following:

- A. Refusal to furnish information relevant to an investigation of a possible violation of an NCAA regulation when requested to do so by the NCAA or the individual's institution;
- B. Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective student-athlete;
- C. Knowing involvement in offering or providing a prospective or an enrolled student-athlete an improper inducement or extra benefit or improper financial aid;
- D. Knowingly furnishing the NCAA or the institution false or misleading information concerning the individuals' involvement in or knowledge of matters relevant to a possible violation of an NCAA regulation; or
- E. Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent or advisor (e.g., 'runner')

What is an Extra Benefit?

An extra benefit is “any special arrangement made by an institutional employee or a representative of the institution’s athletic interest to provide a student-athlete or a student-athlete’s relative or friend with a benefit that is not generally available to the institution’s students or their relatives or friends or to a particular segment of the student body (i.e. foreign students, minority students) determined on a basis unrelated to athletic ability.”

By violating those guidelines, you will be jeopardizing the welfare of the institution, the student-athlete, and your own employment status.

1. Student-athletes cannot accept anything from an employee of the Villanova University (e.g. use of a car, hair cut, clothing, gifts, money, tickets to any kind of entertainment, payment of long distance phone calls, summer storage space, etc).
2. Student-athletes cannot accept room and/or board from any employee or booster of the Villanova University.
3. Student-athletes cannot accept a free or reduced cost meal from a restaurant. In addition, student-athletes may not eat in a restaurant as the guest of an athletic booster or employee of the Villanova University.
4. On infrequent, special occasions (e.g. student-athlete’s birthday, Thanksgiving, etc), student-athletes may accept an invitation for a meal at the home of an employee or booster of the Villanova University.
5. Student-athletes may not use the athletic department photocopy machines, fax machines, or express mail services, or make long distance phone calls using Athletic Department equipment.
6. Members of the Athletic Department staff are not permitted to type reports, papers, letters, etc. for any student-athlete.
7. Student-athletes may not receive a special discount, payment arrangement, or credit on purchase (e.g. airline ticket, clothing, athletic gear) or service (e.g. laundry, dry cleaning, hair cut) from an employee or booster of the Villanova University.
8. Villanova University employees and boosters may not provide student-athletes with a loan of money, a guarantee of bond, or the signing or cosigning of a note to arrange a loan.
9. Villanova University employees and boosters may not provide student-athletes with the use of an automobile.

Hiring/Payroll Process

Hiring Procedure:

Students interested in tutoring are required to meet with the Director of Academic support and /or the Assistant Director of Academic Support for a pre-hire interview. Prospective tutors will be required to fill out a Tutor Information Form outlining the prospects academic qualifications and experience.

Prospective tutors will be required to submit a current transcript and/or a recommendation from a faculty member in the subject area that they will be tutoring.

Upon hire, the Office of Academic Support will complete a Student Employment Referral Form and submit it the Office of Financial Assistance for the prospective tutor. *All new student employees must complete Form W-4 and Form I-9 Immigration Verification at the Office of Financial Assistance prior to the first day of work.*

Payroll:

Student time reports are to be completed every two weeks, according to the Payroll Offices assigned date. Hours must be submitted online through NOVASIS (<http://novasis.villanova.edu>). Please refer to the Student Employee Instructions for Web Time Entry on how to submit your tutoring hours.

When completing Web Time Entry, remember:

- Double-check the addition of your total hours.
- Round up tutorial session hours to the nearest $\frac{1}{4}$ hour.
- Press the submit button so your hours can be approved by your supervisor.

Any misrepresentation of hours on the student time sheet may result in the termination of employment by the Office of Academic Support.

Tutorial Specifics

Tutorial Agreement:

Upon your appointment as a tutor for the Office of Academic Support, you will be required to sign a Tutorial Agreement. By signing the Tutorial Agreement, you are acknowledging that you have read and are willing to comply with the policies and procedures outlined in this manual. You also acknowledge that any failure to follow the policies and procedures outline may result in your termination as a tutor from the Office of Academic Support for Athletics.

Your employment status is contingent upon the completion of the Tutorial Agreement and you will not be considered an active tutor until this signed form is in the possession of the Office of Academic Support.

Tutor Assignment:

How Tutors are assigned?

- Student-athlete requests a tutor in a specific course.
- Support staff assigns an appropriate tutor.
- Student-athlete receives the name, telephone number and email of the tutor.
- Student-athlete contacts the tutor and schedules an appointment at the Academic Resource Center.

Scheduling Appointments:

Scheduling tutorial sessions is at the mutual discretion of the student-athlete and the tutor. All tutorial sessions are to occur in the Academic Resource Center. You may not for any reason without the consent of the support staff, schedule tutorial sessions at any other location. Under no circumstances are tutorial sessions to take place in a student-athletes or tutors residence hall room.

Tutoring a Student Athlete with a Learning Disability:

Tutors will be informed of any learning disability that the student-athlete you are assigned may have. If you are assigned to tutor a student-athlete with a learning disability you will be instructed to contact Nancy Mott (Learning Support Services) at 519-5636. Under no circumstance are you to discuss a student-athlete's learning disability with anyone other than the Office of Academic Support or the Learning Support Services.

If you feel that a student-athlete you are tutoring is having notable problems that may reflect a learning disability, please communicate your concerns with a member of the support staff.

Signing in and out:

All tutors must sign in and out of the Academic Resource Center. Sign in sheets are located in a notebook on the monitor's desk on the third floor.

Session Reporting:

At the end of each tutorial session, tutors are required to complete a tutor session report **with the student-athlete.** Both the student-athlete and the tutor are required to sign the session report. Tutor session reports are used to judge the quality of the tutorial session and the student-athletes' cooperation. Session reports should be returned to the bin on the monitor's desk on the third floor of the ARC.

Tutor Evaluation:

The tutor evaluation is designed to assist the Office of Academic Support for Athletics monitor the academic progress of our student-athletes. The tutor evaluation will be conducted using a three-fold process, 1) the tutor will conduct a self-evaluation, 2) the student-athlete will conduct an evaluation of the tutor and 3) the Assistant Director will periodically sit in on a tutorial session. At the end of each

semester the Assistant Director will conduct a formal assessment of each tutor using the information acquired from the aforementioned sources.

The instructor:

Tutors are not to contact the instructor of a student-athlete without the consent of the Office of Academic Support.

Maximum Number of Hours

A tutor may not tutor a student-athlete for more than two hours a session and/or day. If additional hours of tutoring are needed by the student-athlete, please seek approval from Jenn Porreca.

Quick Tips for Effective Tutoring:

- Know the material: This requires that the tutor adequately prepare for the tutorial session. It is recommended that you obtain a copy of the syllabus.
- Be patient: Allow the student-athlete to work at his/her own pace. Make sure the student-athlete has a firm grasp on the material before moving on to another topic.
- Be flexible: Be prepared to modify planned activities if the student-athlete is becoming frustrated or lagging behind.
- Open ended questions: Ask open-ended questions, not questions that can be answered with a “Yes” or “No”.
- Verbalize answers: Have student-athletes verbalize answers, examples, theories, etc. Student-athletes that say “yes” when asked if they understand, do not always really understand.
- Provide feedback: Let the student-athlete know how he/she is doing. he/she attends class or begins to work on another assignment. A word of caution though: don't let the student leave you with false hope. Be realistic.

Missed Appointment Policy

Missed Appointment:

The following missed appointment policy relates to the student-athlete, as well as the tutor.

- ◆ If you need a tutor, you should fill out a Tutorial Request Form in the Office of Academic Support. Requests are reviewed on a daily basis.
- ◆ Once your Tutorial Request Form is filled, you will be notified via e-mail that your tutor assignment is ready.
- ◆ You are required to pick up your Tutor Appointment card within 48 hours of filling out the Tutorial Request Form in the Office of Academic Support. It is the student-athletes responsibility to contact the tutor and arrange the tutoring appointment.
- ◆ If there is no Tutor Appointment Card, this is because a) we are still waiting for the tutor to return our message, b) we did not have a tutor available for that subject, or c) you did not give us enough time to work with. At this time the Tutorial Coordinator will provide you with further instructions.
- ◆ Tutoring sessions are to be held in the Academic Resource Center located in the press box of the football stadium.
- ◆ There is no limit to the amount of tutoring a student-athlete can receive.

Cancellation Policy:

- ◆ Cancellations by either the student-athlete or the tutor must be done 24 hours in advance.
- ◆ If illness or emergency occurs the day of the scheduled appointment, you must contact our office by 5:00 pm and attempt to contact your tutor, and vice-versa.
- ◆ You should not assume that your tutor knows your competition schedule or change in practice time.

Missed Appointment Policy:

- ◆ If a student-athlete misses one appointment, is more than 15 minutes late, or does not cancel in time, this will be considered a miss.
- ◆ First miss: memo sent to coach and appointment canceled until you come and speak with a staff member.
- ◆ Second miss: memo sent to coach and all tutoring privileges suspended until you and your coach meet with the Assistant Director to discuss further action.
- ◆ Third miss: we reserve the right to revoke all tutoring privileges indefinitely.

The reason that we must maintain a strict policy regarding missed appointment is twofold: First, we must pay your tutor for coming even if you do not show up. Second, we need to make sure that we treat our tutors with respect so that they will want to keep working for us. If you think you may miss your appointment for any reason, play it safe and let us know as well as your tutor. Thank you for your cooperation.

The Tutorial Session

Session Basics for Tutors

Now that I am a tutor, what do I do? How do I get started and how do I end a session? These may be great questions that are popping into your mind as you begin this new experience of tutoring. You are confident that you know the subject matter, but how do you tutor it? There are some basic elements of an effective tutoring session, but keep in mind that each student-athlete is an individual with unique needs. Some are struggling to pass the course, while others want to insure that they get an A. the wide range of skills and goals of the student-athlete dictates that each tutoring session will be different. That's what makes this job challenging and interesting. Although you need to remember to be flexible, there are some basic steps to follow when tutoring.

How to use the session:

Introduction

Begin the first session by introducing yourself and making the student-athlete feel comfortable. You want to open the lines of communication with your student-athlete so that you can get a clear idea of his/her needs and goals. For some students, this is their first tutoring experience and they might not know what to expect. You can lower the anxiety by simply engaging the student-athlete in friendly conversation for a few minutes. Find out what sport they play etc.

Assessment

Once a student seems relaxed, you are ready to begin the most important step in the tutoring session: the assessment. In order to know where to begin, you need to determine the student-athlete's strengths and weaknesses. Don't rely on the student to provide you with all the information you need to know. You can begin by asking what areas he/she finds more difficult, but many students will not be able to tell you where the help is needed.

Previous Coursework

In order to get a clear idea of the student-athlete's strengths and weaknesses, you need to consider other information. Therefore, ask to see lecture notes, previous coursework assignments, and any past tests they might have. This can give you a good idea of the student-athlete's level of understanding of the material.

Student Habits

In addition to a student-athlete's level of understanding, another important factor, which impacts success in the classroom is the students study habits. You can assess the effectiveness of the strategies the student uses by reviewing lecture notes, textbook markings, and by inquiring about the student-athletes regular study schedule and the methods used to prepare for tests. By gather this information, you can determine whether the problem lies in the way in which the student tried to learn the material or if it is the material itself that presents problems. This will help you determine which approach to use with the student. You can offer advice regarding the development of effective study strategies, but if the student needs a lot of help, you should let the Office of Academic Support know.

Curriculum

If the student is having difficulty comprehending the material, you should begin with an explanation of the subject matter. Your tutoring sessions should include a demonstration and a verbal explanation of the methods that should be used to comprehend the material. In the demonstration you might work a sample problem explaining the steps as you go, or you might draw a diagram, or a chart to illustrate a point.

The important element is to illustrate the problem solving process for the student. This provides the student with two sources of information: auditory (your words) and visual (your actions). When you engage the student in the activity by solving other samples, you involve a third source of information. This kinesthetic (sensory) experience further enhances the student's ability to process and understand the information. By being directly involved in the problem-solving process from the very beginning, the student will not be dependent upon you or expect you to do the work for him/her. If the subject doesn't allow this problem solving approach, try to have the student explain the material back to you.

Patience

While the student is practicing the new skills or concepts that you have explained, try to be patient. You may be tempted to jump right in and do it for him/her in order to "speed up the process" but this hinders the process of developing as an independent learner, and is potentially an academic integrity violation.

Your quiet, patient encouragement is what the student needs after you have completed the explanation and demonstration stage of the session. If the student appears to be "stuck", you can lend assistance after you've given him/her time to think it through.

Feedback and Positive Reinforcement

The tutoring session continues to repeat this process of explanation, demonstration, and practice with one additional element. That is the practice and positive reinforcement. In providing feedback, you should give the student important specific information about the practice exercises. Your comments should focus on the problem or practice exercise and not on the person. For example, "There is an error in problem two. Do you see it?" or "You set up the equation in problem for correctly, but in working out the solution we didn't follow it through. Let's try it again".

Summary

You want the student-athlete to have a sense of accomplishment, so summarize the main points discussed in the session. This can serve to reinforce the learning process if it is done cooperatively. You can highlight the main points and together with the student summarize what was presented and practiced. This gives you an opportunity to clarify any misunderstandings that might interfere with the future tutoring sessions, it gives the student an opportunity to check his/her understanding, and you gain insight on how the learning process is going.

Closing

The tutoring session has gone well but it's time to end. How do you bring the session to a close? The most important idea to keep in mind is to end on a positive note. You want your tutee to feel good about the progress made, so that this confidence will carry over to the classroom.

Guidelines for Tutors

TUTORING DO'S

Begin sessions on time. Show respect for the student by being prepared and beginning each session promptly. If you are going to be late, or unable to keep your appointment, call the Office of Academic Support for Athletics as soon as possible so we can notify the student.

Be friendly and courteous towards the student.

Create an environment for learning by being open with the student and encouraging him/her to be open with you.

Focus your attention on the student and encourage him/her to actively participate in a joint explanation of the subject matter.

Begin the tutoring session at the student's level of understanding and move step by step into new information.

Give the student positive reinforcement when appropriate. Be honest and sincere when you praise a student's efforts and accomplishments.

The tutoring session should focus on learning how to learn, rather than simply arriving at a correct answer. Your goal is to help the student become an independent learner. This is achieved when the student understand the learning process and problem solving techniques.

As final advice-be patient! Progress takes times!

Guidelines for Tutors Cont.

TUTORING DON'TS

Most important of all, DO NOT DO ANY WORK FOR THE STUDENT. As a tutor, you are to act as a guide or coach, and participate indirectly, while leading the student towards becoming an independent thinker.

Don't get involved if the student criticizes a professor. Our role in the Office of Academic Support is to support the University's instructional program. Any negative comments you might make undermine this purpose, redirect the attention to the course content.

Don't try to take the place of the professor. Tutoring should supplement the instructional program, not supplant it.

Don't lecture to the student. You should engage the student in your explanation of the subject matter by summarizing or reflecting on what you have discussed. The student should be an active participant in the tutoring session. If the student didn't understand the concepts when the professor lectured, don't assume he/she will understand just because you're lecturing. Use a different approach.

Don't try to assume the role of the counselor or academic support individual as well as that of a tutor. If a student is having personal problems or is unsure about whether to add or drop a class, make a referral to the Office of Academic Support. Don't try to solve these problems. Even though you mean well, your comments may lead the student to take a class that does not count towards eligibility, which may render him/her unable to compete. Therefore, you should always tell a student to discuss any classes with the Office of Academic Support.

Don't focus on mistakes. Point out that we all make mistakes when we are learning something new. It's part of the learning process.

Don't violate NCAA Bylaw 16.02.3. Extra Benefit. An "extra benefit" is any special arrangement by an institutional employee or representative of an 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 a student-athlete or their relatives or friends is a violation of the NCAA legislation. A service is not considered an extra benefit if it is demonstrated that the same benefit is generally available to the institution's students, relative, friends, or particular segment of the student body determined on a basis unrelated to academic ability.

Finally, don't give up. It may take a student longer than you expected to grasp the concepts, but your persistence will pay off. When they reach the level of understanding that you've been striving for, the rewards for you and the student will be well worth the effort.

Academic Resource Center

****ALL TUTORIAL SESSIONS WILL OCCUR AT THE ACADEMIC RESOURCE CENTER. ****

Goal:

Provide an efficient and comfortable learning environment to serve as an extension of the Office of Academic Support, which insures academic success for all student-athletes.

Location:

Villanova Stadium Press Box
(610) 519-5519

Entrance/Exit:

Main doors for the Villanova Stadium Press box facing Lancaster Ave. (Route 30).

Floor Plan:

1st floor: entrance and exit

2nd floor: team study hall (may also be used for individual study hall)

3rd floor: Co-director's Office, computer lab, student-athlete and tutor sign-in book

4th floor: Individual rooms for tutoring, mentoring and small study groups

Hours:

Monday-Thursday 4:00 p.m. to 10:00 p.m.

Sunday 5:00 p.m.-10 p.m.

Hours are subject to change during School breaks and holidays. The ARC will be closed on all school day(s) closed due to snow.

Staff:

ARC Co-Directors: responsible for decision-making, communicating with the Director and Assistant Director of Academic Support, opening and closing, all relevant paper work, monitoring of students-athletes, tutors and mentors.

OAS Assistant: responsible for aiding the ARC Co-Directors in his/her duties, monitoring of students-athletes, tutors and mentors.

Tutors: responsible for aiding students in their studying.

Mentors: responsible for assisting students in making a smooth transition into college academics and athletics and to advise students on decisions concerning both academics and athletics.

Academic Resources:

Computer Lab with printers

Tutors/Mentors

Rooms for tutorial sessions and quiet study

Large team study table area

Dry erase boards for tutors, mentors and student-athlete study groups

In Case of Fire:

DO NOT USE THE ELEVATORS!!!!

Students on the 2nd and 4th floors are to use the stairways, exit through the main entrance doors, and walk up to the steps at Jake Nevin Field House. Students on the 3rd floor may also use the stairways or they may use the door that exits out to the stadium bleachers and then proceed to the 50-yard line.

Anybody in a wheelchair is to be placed on the landing of the stairways with their backs to the outside wall, facing the door.

A Tradition of Academic Excellence

Tutor Session Report

PLEASE RETURN TUTOR SESSION REPORT TO THE THIRD FLOOR OF THE ACADEMIC RESOURCE CENTER AT THE CONCLUSION OF YOUR TUTORIAL SESSION.

Tutor Name: _____

Tutor Session Paper Editing

Student-Athletes Name: _____ Sport: _____

Date: _____ Time: Start: _____ End: _____ Total: _____

Course: _____ Locations: _____

1. The student-athlete requested tutorial services for the following reason(s) (check all that apply):
- | | | |
|--------------------------|------------------------|------------------|
| Clarification of reading | Clarification of notes | Lab Questions |
| Essay Organization | Writing Concerns | Math Assignments |
| Project Planning | Exam Preparation | Other _____ |

2. The student-athletes preparation for the tutoring session was:
Good Adequate Inadequate

3. The student-athlete's class notes are:
Good Adequate Inadequate

4. The student-athlete's participation in the tutoring session was:
Good Adequate Inadequate

5. The student-athlete's understanding of the material covered:
Good Adequate Inadequate

6. The overall session was:
Good Adequate Inadequate

PLEASE COMMENT ON THE SESSION AND THE STUDENT-ATHLETE'S PROGRESSION:

Next session planned: Date: _____ Time: _____

Plan for next session: _____

Tutor's signature

Student-Athlete Signature

**Villanova University
Office of Academic Support for Athletics**

Tutorial Assistance Program Agreement

I have received a copy of the Tutorial Assistance Program Manual and I understand I am fully responsible for reading the material included therein. I acknowledge any willful failure to follow these policies will not be tolerated.

I affirm I will adhere to all policies enumerated or referred to in the Tutorial Assistance Program Manual. Further, I accept that any activities on my part that may be construed as compromising the integrity of Villanova University or its athletic programs will be disciplined and may result in termination of my employment

Finally, I affirm that under no circumstance will I discuss any information regarding the academic standing, course grades or the learning capabilities of any student-athlete with anyone other than the student-athlete or the professional staff of the Office of Academic Support for Athletics.

Print Name

Signature

Date

Note: Your employment status is contingent upon completion of this form. It must be on file in the Office of Academic Support for Athletics before you may be considered an active tutor.

**VILLANOVA UNIVERSITY
DEPARTMENT OF ATHLETICS
MENTOR/TUTOR AGREEMENT**

I, _____, as a mentor/tutor working for the Academic Support for Athletics Office, will uphold the University's Code of Academic Integrity which encompasses the ethical conduct standard mandated by the NCAA, the Big East Conference, the Atlantic 10 Conference, the Colonial Athletic Association, and the Patriot League bylaws. I am aware that the violation of any section of the Code may result in the immediate termination of my employment in the Athletics Department and could result in my dismissal from the University.

Examples of the type of unethical conduct for which my employment may be terminated and that could result in my dismissal from the University include, but are not limited to the following:

1. Complete course work for a student-athlete (i.e., papers, problem sets, homework)
2. Provide tutoring for a non-enrolled prospective student-athlete (psa), i.e., junior college or high school psa;
3. Sitting as a proctor or arranging for a proctor during a student-athlete's exam;
4. Attending classes for student-athlete;
5. Taking an exam (in class or take-home) for a student-athlete;
6. Provide a student-athlete with an exam or exam answers;
7. Not reporting incidents that would effect a student-athlete's eligibility to the proper administrator;
8. Aiding in the inflation or misrepresentation of a student-athlete's grades;
9. Plagiarizing or aiding a student-athlete in the act of plagiarism, and
10. Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete.

By signing below, I certify that I have read the attached University Code of Conduct and will abide by all the Code's requirements.

Mentor/Tutor Signature

_____/_____/_____
Date