

UCLA STAFF HANDBOOK

Tutors

Fall 2008



Welcome to the UCLA!

Welcome to the staff of the University Center for Learning Assistance! The UCLA is the main tutoring service at Illinois State University, and students may seek assistance for any learning concerns they have. The Center offers a variety of services to assist students whether they wish to maintain their good grades or save themselves from academic trouble. In this handbook, you will find general information about the UCLA that applies to all who work here as well as answers to specific questions about your particular position. If you can't find the answer here, remember that your supervisor and the Coordinator are available to help.

The UCLA is a division of University College. The University College mission statement and the University College units are listed below. This section discusses important information about the mission and objectives of the UCLA as well as the different types of services that the UCLA offers.

University College Mission Statement

The mission of University College is to provide effective programs and services that assist students in making successful transitions into Illinois State University, achieving their educational goals, and realizing their academic potential in the first year and beyond.

Divisions of University College:

University College Academic Advisement
 University College Testing Services
 Minority Student Academic Center
 Student Support Services
 Orientation Services
 First Year LinC
 Developmental Math
 University Center for Learning Assistance

UCLA Mission Statement

The University Center for Learning Assistance supports University College's mission of fostering student success and retention by helping students learn how to learn, as well as helping students increase their knowledge of course content, strengthen their writing skills, and assume responsibility for their own learning. The UCLA helps each student identify personal strengths and develop individualized learning strategies.

Objectives

Our primary objective is to put students in control of their own learning. Through control, students gain confidence, establish patterns of life-long learning, and achieve immediate goals for success in particular courses or situations. In order to achieve this central objective, we

- encourage students to think and to solve problems for themselves;
- provide opportunities for students to become aware of their own learning patterns and appropriate study/learning strategies;
- encourage participatory, hands-on learning, and invite questioning;

- require students to take responsibility for their own learning through preparation and participation.

UCLA Services Offered

Content Tutorials

The UCLA provides small group and drop-in tutoring in a variety of academic subject areas, especially courses in the Inner Core of the General Education program.

Group Tutoring: When students request content tutoring from the UCLA, they are registered for a tutoring group on a first come, first served basis. There are no more than five students per group. We strongly recommend that students register for and participate in group tutoring early in the semester to prevent falling behind in a difficult course. Group tutoring encourages development of general as well as content-specific critical thinking skills and study strategies.

Drop-In Tutoring: Students who have a question or need clarification on a topic from a class may take advantage of drop-in tutoring, no registration required. Students simply go to the designated location when tutors are scheduled for specific courses.

Writing Tutorials

The UCLA provides one-to-one writing assistance to anyone in the University community.

Writing Assistance: UCLA writing assistants help students with the planning, composing, and revising of any writing project. The writing assistance provided by the UCLA is instructional -- our goal is to help students become not only better writers, but better independent writers. Writing assistants review a piece of writing with the writer, encouraging, informing, and respecting the writer's decisions. This helps students develop self-confidence as writers by encouraging critical thinking, organized approaches to writing, and careful reading and editing of their own work.

Study Skills Development

The UCLA provides individual and small group study skills assistance as well as study skills workshops for students who want to improve their ability to achieve academic success.

Study Skills Assistance: The UCLA offers study skills coaching to help students develop and refine study skills including personal learning styles, note taking, time management, textbook reading strategies, math study skills, and test taking. Small group and/or individual coaching is available as resources permit.

Study Skills Workshops: A list of Study Skills Workshops and workshop descriptions for the current semester are attached. Drop-ins are welcome, but registration is required to guarantee a seat. In addition to the regularly scheduled workshops, the UCLA also takes requests for special Study Skills Workshops to be given to particular classes or to campus groups.

UCLA Policies

The following section includes brief descriptions of several UCLA policies that you should know and follow. If you have any questions regarding these policies, please see your supervisor or the Coordinator.

- Professionalism
- Appropriate Dress
- Confidentiality
- Legal Issues Regarding the Release of Information
- Learning Disabilities
- Working as a Team
- Honoring Diversity

Professionalism

As a member of the UCLA staff, you have a highly responsible position. Many people depend on you, and your work here matters! It is very important that you be here for your assigned hours, always be on time, attend training meetings, maintain confidentiality, attend to record keeping duties, dress appropriately (see below), wear your nametag, and care about the quality of your work. We make every effort to hire and keep staff members who have high ethical standards and who are absolutely reliable as well as conscientious about the quality of their work.

Please note that it is **not permissible** for you to tutor friends, relatives, boyfriends, girlfriends, etc. You need to maintain a professional distance with those you tutor. It is unprofessional for you to share your personal problems or health issues with your tutees. If a relationship develops where the tutee becomes part of your circle of friends or your support system, the tutoring relationship must be terminated at once, and another tutor will be assigned. Please check with your supervisor or the Coordinator if you have any concerns on this topic.

Appropriate Dress

UCLA undergraduate staff may dress casually, including jeans, sweatshirts, and T-shirts, as long as clothing is clean and free of holes. However, halter or strapless shirts, shirts with “spaghetti” straps, and shirts that don’t meet pants/skirts (bare middles) are considered **inappropriate**. It is also inappropriate to wear team apparel from other schools. The UCLA graduate assistants or full-time staff may make determinations if other attire is inappropriate.

Confidentiality

All students using any UCLA service(s) have the right to confidentiality. Each staff member assumes the responsibility for protecting this right for each student assisted by him/her. No forms or other materials containing the names, University ID numbers, telephone numbers, or other identifying information of students may be released without the individual student’s permission. Nor should such information be stored or discarded in a way that makes the information readily available. Since rosters and other UCLA forms containing confidential information may be placed in employee folders, all employee folders must remain in the file

cabinet and be available only to UCLA staff. Please do not leave confidential forms or materials (like Usage Sheets or rosters) unattended on tables in the Center. In addition, all confidential documents should be deposited in the Confidential Recycling container in the Graduate Assistant office at the end of each semester or at other times when the documents become obsolete.

To maintain a high level of confidentiality, we do not release the names of students who receive UCLA assistance to anyone, including instructors, without signed permission from the students. Likewise, staff members should not discuss students or students' progress with anyone, except in supervised training meetings. If you have questions about dealing with a particular student, ask your supervisor privately or in your training meeting.

All employees will be required to sign a Confidentiality Statement for each semester that they are employed by the UCLA.

Legal Issues Regarding the Release of Information

Whether or not information about students and/or staff can be released (and to whom) is a complex issue with legal ramifications. Requests for information may seem as "simple" as someone saying they want to know when a friend will be on duty in the UCLA, or as dramatic (and unlikely) as law enforcement officers coming in with a search warrant in order to seize a computer.

If someone asks for a phone number or address, you should refer them to the "People Search" on the ISU website. Other requests for personal information should be referred to your supervisor.

You may not give out a staff member's hours, verify employment, or give a recommendation without written permission from the staff member. Also, we cannot release information about a student's or another employee's class schedule or the fact that a student is receiving tutoring assistance.

In the extremely rare event that a law enforcement officer comes in, immediately notify the Coordinator or your supervisor, who will notify ISU Police, if they are not already involved. If someone attempts to deliver a subpoena for information, he/she should be directed to the Coordinator or your supervisor.

Learning Disabilities

It's very likely that at some point you will work with a student who has a learning disability. If the student has a documented learning disability that requires accommodations, she/he will present to you a card from the Office of Disability Concerns that explains the learning disability and also the accommodations needed. At this point, talk with your supervisor to work out how to best meet these accommodations.

Working as a Team

Students are more likely to succeed if they work with us, and we're more likely to succeed if we work together as a team. Of course, teamwork takes effort. To collaborate effectively we must respect one another, share important information, anticipate each others' work needs, and perform our duties so that someone else doesn't have to take up the slack. Teamwork pays off for the students we serve and it pays off in making the UCLA a great place to work.

Honoring Diversity

While working at the UCLA, you will be given the opportunity to interact with many students of differing ages and with different backgrounds. We all work together to embrace our differences and similarities, making the UCLA a place where diversity is honored.

Reporting Absences

We expect a high level of professionalism from all of the UCLA staff. However, absences are a part of life and we all need to be prepared to deal with them. In the following section, we discuss staff absences and how to deal with them.

Reporting Employee Absences

We differentiate between planned and emergency absences. We have different steps to follow in reporting each type.

Planned Absences

- As soon as you know that you will need to miss work for a planned absence, fill out the Staff Time Off Request Form. See appendix for sample form. You may get this form from the receptionist.
- Give this form to your supervisor for approval.
- This form is a **request** for the planned absence and your supervisor must approve it.
- When your supervisor has signed the form, he/she will put a copy of it in your folder.
- If your planned absence will include missing a tutoring session or a writing appointment, it is your responsibility to inform the students scheduled for that session that you will not be there. If the missed session is with an individual, try to reschedule at a mutually agreeable time. If it is with a group or drop-in, try to have another tutor oversee that group for you. As a professional, try to inform them as much in advance as possible.
- Receptionists **must** find a replacement for their shift.
- If you work at the Athletic Study Center or MSAC, you must **also** notify them.

Emergency Absences

- As soon as you realize that you will not be able to work, call the UCLA at 438-7100.
- Tell the receptionist your name and position, and when you will be absent. For example, "Hello, my name is Jennifer and I am a group tutor. I'm sick today and I will not be in for my 1:00 p.m. group session." The receptionist will fill out an Emergency Absence Form and give it to your supervisor for record keeping.
- If you are unable to contact your assigned students, ask the receptionist to do so.
- Then ask the receptionist to transfer you to your supervisor. Tell your supervisor the same information so that she/he is immediately aware of your absence and can post a change of schedule.
- If you work at the Athletic Study Center or MSAC, you must **also** notify them.

UCLA Tutors

This section of your handbook will guide you in daily procedures and provide some information regarding your position as a tutor. You will be given more detailed information about conducting your tutoring sessions at the weekly training meetings and the future in-service training meetings. Please note that you will find the words “tutee” and “student” both used in reference to the students utilizing our tutoring services. If you have any questions, please see your supervisor or the Coordinator.

- Daily Procedures for UCLA tutors
- Record Keeping
- Reporting Student Absences
- Establishing Productive Relationships
- Working from Strengths
- Ethical Learning Assistance
- Preparation
- Learning Disabilities
- Summary – To Be a Successful Tutor
- Writing Tutors Don’t “Proofread”
- Using “Down Time”
- Computer Usage
- Instructions in Case of Emergency

Daily Procedures for UCLA Tutors

1. Upon arrival, clock in on the Timeclock program on the computer in the UCLA Staff Room. This is the clock by which you will be paid. If there are any irregularities concerning the Timeclock program (including forgetting to sign in or sign out), leave a note in Jean’s mailbox. If Jean is not here for the day, leave the note in the Coordinator’s box.
2. Check your folder in the file cabinet in the reception area for any memos, handouts, or phone messages.
3. Put on your name badge, and place your picture magnet on the In/Out board.
4. Check the Blue Book to be sure of which students you should expect to see each hour. Remove any cancellation notes.
5. When you meet with the students, ask them if they have checked in with the receptionist to have their UID card swiped. If not, send them to the receptionist **before** you continue. This must be done **every** time a student comes for **any** services. Do not work with a student until they have checked in.
6. When you are ready to clock out, use the computer in the UCLA Staff Room. **If you do not clock in and out on the appropriate computer, you will not be paid for that time.** Put your name badge and magnetic picture back in your folder in the file cabinet in the reception area. Be sure to tell the receptionist if you had any “no-shows”.

Record Keeping

For all scheduled tutoring (content groups, writing appointments, study skills coaching), you are expected to know who is supposed to be with you at each appointment. You must keep a record of all absences and whether they are excused or unexcused. **Report all unexcused absences (no-shows) to the receptionist each day.** In your records, you also need to indicate what was covered, any particular difficulties the students had, notes about what to cover in the next session, etc. Content tutors keep these records in your folders until the end of the semester, when they are given to the Coordinator. Writing tutors and study skills coaches file these records in the fourth drawer of the tan file cabinet in the receptionist area.

Reporting Student Absences

The UCLA requires that all students who use our services take ownership of their own learning. Part of taking ownership of their learning is committing to attending the tutorial sessions that they schedule with you. When a student tells you in advance that he/she will not be able to make it to a planned tutorial session, this is considered an excused absence. When the student fails to tell you that he will miss the session, this is an unexcused absence. When students sign up for tutoring, they are informed that if they accumulate two unexcused absences, they will be dropped from scheduled tutoring for the rest of the semester. Since we take student absences so seriously, you will need to record excused and unexcused absences and report the unexcused absences for the students assigned to you.

Excused Absences

- When a student has an excused absence from your scheduled writing, content group, or study skills session, make note of the date and time of the missed meeting. Keep this with your tutoring records in case it needs to be verified that the absence was excused.

Unexcused Absences

- When you are holding a scheduled tutorial session and your student(s) are late or absent, you must wait 15 minutes for them. (See exception for group tutorials below.)
- After waiting 15 minutes, make note of the date and time of the unexcused absence in your records.
- If you are holding a group tutorial session, begin on time even if you are missing a member of the group.
- **Report “no-shows” to the receptionist each day.** On the first no-show, email the student and indicate that you missed him/her and expect to see him/her at the next meeting (list the day, date, and time of the next meeting). The receptionists keep a file, and if the student has two no-shows, he/she will be removed from scheduled tutoring for the subject area or writing tutorial for the rest of the semester. Removal is done by the UCLA Office Manager. Students may still attend drop-in hours if available. If a student contacts the Center and asks to be re-instated in a group, he/she will be referred to the tutor. If you choose to re-instate the student, be sure to tell the receptionist.

Establishing Productive Relationships

Effective academic support providers use a caring relationship to guide each student to the achievement of independent learning. We facilitate the learning process of students. A good tutor *never* simply provides correct answers. A good deal of your effort should be aimed at helping students become independent. Ultimately, the goal of our tutors should be to make themselves unneeded. In other words, tutors should attempt to do their job so well that the students won't need their services any more!

Responsibility for the success of the tutor/student relationship lies equally with both parties. Tutors cannot claim full credit for a successful relationship, nor can they bear all the responsibility for a failed one. Some suggestions for a successful relationship follow.

- Be very clear to your tutees about your expectations. Make them aware that you are a resource, not an answer-person.
- Provide opportunities for the tutee to communicate his/her expectations.
- Be willing to accept personal differences without judging them as defects.
- Begin discovering the uniqueness of each person through discussion of “safe” topics.
 - Background – home town, age, year in school, extra-curricular activities and interests.
 - Educational and career goals – academic major, career objective, tutee’s evaluation of this course in meeting these goals, the tutee’s purpose in coming for tutoring.
- Be sure to learn your tutee’s name, and be sure your tutees know who you are. Exchange email addresses for communication in the event that either of you needs to cancel a session.
- Do not assume everyone has, or should have, the same learning style as the tutor. Part of your responsibilities will include exploring the tutee’s learning style preferences and using and suggesting helpful strategies that work well with that preference.
- Be patient and sincere. Students will find it difficult to benefit from the tutor’s content expertise when it is overshadowed by a condescending or otherwise negative attitude. Be sensitive to the fact that it often takes a great deal of courage on the student’s part to admit that they need help. Remember that not all students learn at the same rate.
- Maintain a positive attitude, and be supportive. Say something positive at each session without giving false praise. Refer to the handout “105 Ways to Praise Students”.
- **Never** make any comments which might communicate that the Center is for remedial services. Emphasize that academic support provides a guide for giving insights which allow students to do better than they might on their own.

Working from Strengths

Students are most likely to succeed when they can use previous learning to make connections to new material and new thinking processes and when they can use their own strengths to understand and master course content. You are most successful as a tutor when you can help students identify their strengths and use them. As part of your training in the UCLA, you will learn your *own* strengths and how to encourage that knowledge in the students you tutor.

Monitor, Prompt, Model

As a UCLA tutor, these words must become second nature to you. The order of these actions is also important. In any session you have with students, you should talk less than 50% of the time! Most of the talking should be done by the students, so you can **monitor** what they are learning and where the gaps are. If you are the one doing most of the talking, you’ll never really know if they’re learning anything. In order to get them to reveal what and how they are learning, you must **prompt** them to learn and to reveal their thought processes. Only when all efforts at prompting fail, should you model. When you **model** how to solve a problem or to think critically, you should use alternative problems or ideas, not the problems or ideas in the student’s homework or the paper he/she is writing. Modeling can be an important way to help students learn, but it can also tempt students to let you do their work for them. Given the above, the three most important techniques a professional tutor must learn are active listening, patience, and when to be silent. Because of our eagerness to help others succeed, these are also some of the most challenging techniques for us to learn.

Ethical Learning Assistance

From time to time, we may find ourselves blurring the line between facilitating a student's **learning** success and facilitating a student's **academic** success. The student himself may see no difference—but we *must*. Of course, improvement in the student's academic success is likely to come as a result of success in learning, but academic success is not always guaranteed. Even when a student makes significant progress in learning through our tutoring, that learning may be too little or too late to change the student's grade in the course. We may be tempted to sacrifice the learning process for the sake of the academic product. But, while we're doing the homework for the student, the student learns nothing in the session and we have actually failed in our mission. Our greatest ethical challenges in the UCLA are likely to be maintaining the integrity of our mission and helping students understand what we're doing and why.

Preparation

All UCLA tutors are responsible for coming to the session prepared to assess the tutee's understanding and capable of guiding the tutee with suggestions that include appropriate study skills as well as the material being covered.

Content tutors need to be able to discuss the current week's course content, with important topics identified before the session starts. You should be prepared to provide explanation and examples of important ideas, and discuss learning and other study skills strategies. Be prepared to use the entire meeting time productively, with students' questions on assignments taking up only some of the period.

More detail on how to conduct the sessions will be discussed in your training meetings.

All tutors are required to attend the scheduled training meetings and in-service training meetings. If you must miss one, you will need to meet with your supervisor for makeup.

Learning Disabilities

It's very likely that at some point you will work with a student who has a learning disability. If the student has a documented learning disability that requires accommodations, she/he will present you with a card from the Office of Disability Concerns that explains the learning disability and also the accommodations needed. At this point, talk with your supervisor to work out how to best meet these accommodations.

Other times a student may disclose to you that she/he has a learning disability, but not provide a card from the Office of Disability Concerns asking for accommodations. In this case, work with the student as you would any other student, helping the student discover her/his strengths and how to use them. Tutor by monitoring, prompting and modeling.

If you are working with a student you suspect has a learning disability, but she/he does not disclose any information to you, you cannot ask directly about a learning disability. Nonetheless, you can still ask some important questions, like what might be the cause of her/his difficulty in the course, or what type of difficulties she/he is having in order to best help the student learn the course material.

Summary – To Be a Successful Tutor:

- Focus on strategies rather than facts.
- Encourage tutee responsibility for his/her own learning, guide the tutee, and get the tutee actively involved in the learning process.
- Engage the tutee in question-generating activities.
- Help the tutee connect prior knowledge to new concepts.
- Demonstrate application of content material.
- Use strengths to remediate tutee weaknesses. Don't only focus on what is wrong – concentrate on the tutee's strengths to build confidence.
- Present the tutee with alternate methods of learning.
- Be honest, patient, and sincere.
- Be clever, creative, and flexible. You may constantly need to devise new ways of presenting information and strategies, as well as ways for the tutee to practice.
- Don't be afraid to admit that you don't know. Having the tutee observe you looking for an answer or explanation is another tutoring tool. The tutor is not expected to know everything!
- Don't feel guilty if the tutee doesn't do well on an assignment or task. Remember that the work is ultimately the student's. Review what the student did well, the mistakes made, and the steps to getting back on track.
- Do not comment negatively to students on professors' grading policies, their teaching, or their personalities.
- Evaluate students' work in terms of the progress they have made in the tutorial, rather than in terms of a grade. **Never** suggest that the student will (or should) get a good grade.
- Guide your tutee toward doing his or her own work. Get the student as actively involved in the learning process as possible. Lead the student toward the answer, rather than telling the answers.
- Know when and how to refer a student for professional guidance.
- Introduce yourself to faculty in the courses you tutor in order to determine how to best serve the needs of the students. Work with faculty to encourage students to seek help early, and to determine customary areas of difficulty in their courses.

Writing Tutors Don't "Proofread"

When students say they need someone to "proofread" a paper, we don't say "We don't proofread." (Even though we don't!) A suggested response: "Sure! I can go through your paper with you to help you learn how to evaluate your own work. I may also be able to help you learn how to improve some aspects of the paper." Many students don't know how to ask for writing help, so they ask for proofreading. We don't want to turn someone away who doesn't know how to ask for what they need. You will be taught strategies for conducting your tutoring sessions during your tutor training meetings.

Using "Down Time"

Tutors have the following order of obligations for their paid time in the UCLA:

- 1) Serving students who come in for assistance is top priority.
- 2) Doing support tasks assigned by your supervisor or the Coordinator. Please ask if there is anything needing to be done.
- 3) Preparing for tutoring (reading training materials, reviewing this handbook, working on the tutoring plan for your next session, reviewing textbooks, course materials, etc.).

- 4) Support tasks that you can see need to be done (checking on handouts, straightening up the tutorial area, etc.).
- 5) If you feel that you have done all of the above, and you would like to clock out and leave, please let your supervisor or the Coordinator know. Writing tutors whose scheduled appointments don't show up become drop-in writing tutors and should remain on drop-in status until at least 30 minutes past the hour. Scheduled content group tutors whose appointments don't show up should remain for at least 15 minutes. (*You may choose to stay clocked in if you use the remaining time for preparation.*) Content drop-in tutors remain on duty until 50 minutes past the hour. **Note:** You must clock out if you leave.
- 6) The only tutors who are approved to do their own school work while clocked in are those who are working as drop-in, as long as you have taken care of the above.

Computer Usage

For reasons involving ethics as well as problems involving computer viruses and spy ware, the UCLA work computers (including the grammar hotline computer) are to be used only for work purposes. The computers in the middle room are not considered "work computers" and may be used for other purposes, subject to the guidelines for using "down time" above.

Instructions in Case of Emergency

- The **FIRST AID KIT** is kept in the first tan filing cabinet, top drawer in the reception area. (This is the cabinet where the staff folders are in the second drawer.)
- For **ALL EMERGENCIES NEEDING IMMEDIATE ATTENTION: Dial 911** This will connect you to the ISU police. This is for any type of emergency (medical, violent visitor, etc.). You should tell them where you are located (Williams Hall 301), the phone number (438-7100), and the nature of the emergency.
- **FIRE:** Lead everyone out of the UCLA down the stairway and then outside the building onto the quad. We should then stay in a group outside until we receive further instructions. All staff members must check in with the receptionist. Tell everyone before leaving that they must stay with the UCLA group for accountability of who was in UCLA.
RECEPTIONIST - BE SURE TO TAKE THE STAFF SCHEDULES WITH YOU THAT TELL WHICH STAFF MEMBERS ARE TO BE HERE EACH HOUR FOR EACH DAY.
- **STORM:** Be familiar with the storm procedures for Williams Hall. All staff members must check in with the receptionist. Tell everyone before leaving that they must stay with the UCLA group for accountability of who was in UCLA. **RECEPTIONIST - BE SURE TO TAKE THE STAFF SCHEDULES WITH YOU THAT TELL WHICH STAFF MEMBERS ARE TO BE HERE EACH HOUR FOR EACH DAY.**

Athletic Study Center Tutors

The Athletic Study Center is located at 211 N. University on the second floor. As a tutor assigned to the Athletic Study Center tutoring staff, in addition to UCLA policies, you are subject to the rules and regulations outlined by the NCAA. In this section of the handbook, you will find information regarding these rules, as well as UCLA procedures specific to Athletic Study Center tutoring. Please be sure to ask your supervisor or the Coordinator if you have any questions.

- Ethical Conduct NCAA Bylaw 10.01, 10.1
- Banned Drugs NCAA Bylaw 10.2
- Gambling NCAA Bylaw 10.3
- Benefits, Gifts, and Services NCAA Bylaw 16.2
- UCLA Procedures for Athletic Study Center Tutors

Ethical Conduct NCAA Bylaw 10.01, 10.1

As defined by the NCAA, unethical conduct may include, but is not limited to the following:

- Refusal to furnish information relevant to an investigation of a possible violation of an NCAA regulation when requested to do so;
- Involvement in arranging for fraudulent academic credit or false transcripts for a student-athlete;
- Involvement in offering or providing a student-athlete an improper inducement, extra benefit, or improper financial aid;
- Furnishing the NCAA false or misleading information concerning your involvement or knowledge of information regarding a possible NCAA rules violation; or
- Receipt of benefits for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or representative of an agent or advisor (e.g. "runner").

Banned Drugs NCAA Bylaw 10.2

If you have knowledge of a student-athlete's use of a NCAA banned drug/substance, you must report it immediately to your supervisor or the Coordinator. To view the most updated list of NCAA banned drugs/substances, please refer to www.ncaa.org.

Gambling NCAA Bylaw 10.3

As a tutor assigned to the Athletic Study Center, you are not permitted to gamble on ANY college or professional athletics competition (including Fantasy Football and other such gambling activities).

Specifically, you are not permitted to:

- Provide information to individuals involved in organized gambling activities concerning intercollegiate athletics competition;
- Bet or solicit a bet on any intercollegiate team;
- Accept a bet on any team representing the institution;
- Solicit or accept a bet on any intercollegiate competition for any item (e.g., cash, shirt, dinner) that has tangible value; or
- Participate in any gambling activity that involves intercollegiate athletics or professional

athletics, through a bookmaker, a parlay card or any other method used by organized gambling.

Benefits, Gifts and Services NCAA Bylaw 16.12

General Rule: A student-athlete may not receive any extra benefit. The term "extra benefit" refers to any special arrangement by an institutional employee (including tutors) or representative of the institution's athletics interests ("booster") to provide the student-athlete, his or her relatives or friends with a benefit not expressly authorized by NCAA legislation, unless it is demonstrated that the same benefit is generally available to the institution's students and their relatives or friends.

Non-Permissible Benefits, Gifts, Services

- Tutors are not permitted to provide any meals for student-athletes at any time.
- Tutors may not provide transportation to student-athletes.
- Tutors are not permitted to type papers for student-athletes under any circumstances, even if they would be paid the going rate.
- Tutors are not permitted to loan money to student-athletes.

Other prohibited benefits, gifts, services:

- A guarantee of bond;
- An automobile or use of an automobile;
- Signing or cosigning a note with an outside agency to arrange a loan;
- Preferential treatment, benefits, or services based on the student-athlete's athletics reputation or skill or pay-back potential as a future professional;
- Payment or other compensation for work not performed or at unreasonable levels for the work performed;
- Use of personal property (e.g., boats, summer homes, cars, computers, stereos);
- Christmas, birthday, special occasion gifts and presents;
- Free or reduced cost professional services not available on the same basis to the general student body.
- Discounts [16.12.2.2]: Student-athletes may not receive a special discount, payment arrangement or credit on a purchase (e.g., airline ticket, clothing, food) or a service (e.g., dry cleaning, haircut).
- Telephones and Credit Cards [16.12.2.2]: Use of a telephone (including cell phones), pager, long distance access code, or credit card for personal reasons without charge or at a reduced rate.

REMEMBER TO ASK BEFORE YOU ACT!!

UCLA Procedures for Athletic Study Center Tutors

1. You will need to clock in on the Timeclock program on one of the permanent computers at the Athletic Study Center (no lap-tops). This is the clock by which you will be paid. If there are any irregularities concerning the Timeclock program (including forgetting to sign in or sign out), leave a note in Jean's mailbox at the UCLA or email jmconle@ilstu.edu.
2. You must keep records of the students you tutor at the Athletic Study Center. You will be given instructions on how to report attendance to the appropriate UCLA graduate assistant. **This information MUST be turned in before you leave the center each time.** We need this so that the usage records may be kept up to date. If you don't turn in your information on time, your pay check covering that week may be late.
3. If the student cannot attend an appointment, he/she should call the Athletic Study Center at 438-3711. The Study Center will pass the information on to you. You do **NOT** give the no-show information for the athletes to the UCLA receptionist.
4. If you must miss a session, you need to follow the UCLA procedures for reporting absences, try to obtain a replacement tutor for the shift, and **ALSO** call the Athletic Study Center at **438-3711**. You **must** use this phone number.
5. When you are ready to clock out, use the same computer on which you clocked in, if at all possible. If that is not possible, use a different permanent computer in the Athletic Study Center, but again, no lap-tops.
6. There will be an Athletic Study Center supervisor present when you are there. You may ask him/her if you have any questions specific to the Athletic Study Center.

Minority Student Academic Center Tutors

The Minority Student Academic Center is located at 210 W. Mulberry, in the Campus Religious Building. This section of the handbook contains information specific to MSAC tutoring assignments.

UCLA Procedures for MSAC Tutors

1. You will need to clock in on the Timeclock program on one of the permanent computers at MSAC (no lap-tops). This is the clock by which you will be paid. If there are any irregularities concerning the Timeclock program (including forgetting to sign in or sign out), leave a note in Jean's mailbox at the UCLA or email jmconle@ilstu.edu.
2. You must keep records of the students you tutor at MSAC. The students should swipe in for "tutoring" at MSAC's front desk. Please do not work with a student until he/she has checked in. We need this so that the usage records may be kept accurately.
3. MSAC tutoring is on a drop-in basis, so you don't need to worry about student absences.
4. If you must miss a session, you need to follow the UCLA procedures for reporting absences, try to obtain a replacement tutor for the shift, and **ALSO** call MSAC at **438-3159**.
5. When you are ready to clock out, use the same computer on which you clocked in, if at all possible. If that is not possible, use a different permanent computer in MSAC, but again, no lap-tops.
6. There will be an MSAC supervisor present when you are there. You may ask him/her if you have any questions specific to MSAC.

General UCLA Information

Building & Room Location:

301 Williams Hall

Hours of Operation:

Monday - Thursday: 8:30 am – 7:00 pm

Friday: 8:30 am – 2:00 pm

Mailing Address:

University Center for Learning Assistance

Illinois State University

Campus Box 4070

Normal, IL 61790-4070

Main Office Number:

(309) 438-7100

Grammar Hotline:

(309) 438-2345

Website:

<http://www.ucollege.ilstu.edu/ucla>

UCLA
STAFF TIME OFF REQUEST FORM (Scheduled Absence)

*Please fill out completely and legibly and return to your supervisor
at least three days prior to date of absence.*

Date Completed: _____
Staff Name: _____
Phone: _____ Email: _____

Date of absence: _____

Reason for absence: _____

Date & Time of make up session(s) (if applicable): _____

Name of UCLA staff member(s) covering missed shift(s) (if applicable): _____

Requester's Signature: _____

TURN FORM IN TO YOUR SUPERVISOR at least three days prior to date of absence.

Date Request Received: _____ APPROVED DENIED
Reason if denied: _____

Supervisor Signature: _____ Date: _____

Supervisors must make appropriate changes on the schedules at the reception desk.

_____ Check when changes are made. Give form to receptionist to file.

