

**Student-Athlete  
Academic Center**

**TUTOR  
HANDBOOK**



**University of Louisiana at Lafayette**

## STAFF CONTACT INFORMATION

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## OFFICE HOURS

<b>Sunday</b>	6:00 p.m. – 8:00 p.m. ( <i>only Study Hall is open</i> )
<b>Monday</b>	7:30 a.m. – 5:00 p.m. ( <i>Study Hall is open till 9p.m.</i> )
<b>Tuesday</b>	7:30 a.m. – 5:00 p.m. ( <i>Study Hall is open till 9p.m.</i> )
<b>Wednesday</b>	7:30 a.m. – 5:00 p.m. ( <i>Study Hall is open till 9p.m.</i> )
<b>Thursday</b>	7:30 a.m. – 5:00 p.m. ( <i>Study Hall is open till 9p.m.</i> )
<b>Friday</b>	7:30 a.m. – 12:30 p.m.

**UNIVERSITY OF LOUISIANA AT LAFAYETTE  
STUDENT- ATHLETE ACADEMIC CENTER**

**The Tutoring Program**

The Tutoring Program is a service offered to student-athletes by the Student Athlete Academic Center (SAAC) to provide individual and/or group assistance in achieving their academic goals. The Program is designed to serve as a supplement to the student-athletes' classes and as a support to student-athletes. It is not designed to replace learning in the classroom. For tutoring to truly be effective, it must be combined with classroom learning, individual study, and preparation.

**Tutor Description**

The tutor is a significant and concerned person who effectively facilitates self-responsibility and self-directedness in helping student-athletes become independent learners. ***Responsibilities include:***

- Maintaining a high level of knowledge in academic content area.
- Assisting student-athletes to understand course material while promoting independent learning during tutoring sessions.
- Effectively communicating subject matter and incorporating study strategies for learning and understanding the material in the session.
- Positively reinforcing understanding of the material.
- Displaying a strong sense of ethics and academic integrity.
- Establishing rapport with the student-athlete.
- Creating an atmosphere conducive to learning.
- Maintaining confidentiality when working with student-athletes.
- Communicating concerns regarding a student-athlete's status in a course to the Student Athlete Academic Center staff.

***Key Responsibilities include:***

1. ESTABLISH A COMFORTABLE ENVIRONMENT
  - Be open, encouraging, and supportive.
  - Be prompt, prepared, and organized.
  - Be aware of outside interference with learning.
  - Respect and value each student-athlete as an individual.
  - Offer positive reinforcement and avoid demeaning comments.
  - Be courteous and cooperative with other peer tutors.
2. HELP STUDENT-ATHLETES BECOME INDEPENDENT LEARNERS
  - Encourage student-athletes to do their own thinking.
  - Probe their understanding of the matter in question.
  - Suggest what more they can do.
  - DO NOT do their work for them.

### 3. DETERMINE AND RESPOND TO THE STUDENT-ATHLETES IN BOTH SUBJECT MATTER AND SKILLS

- Attend to the student-athlete you are helping. Listen actively.
- Use paraphrasing to ensure clear understanding of the subject.
- Clarify course requirements through the syllabus.
- Assist with study guides and exam preparation.
- Illustrate good textbook reading skills.
- Offer learning alternatives.

## **Tutor Policies and Procedures**

1. Your role is to enhance student-athlete learning. Challenge the student's thinking, clarify course material, and communicate concerns regarding their status in the course to their Academic Counselor in the SAAC.
2. You must advocate and enforce academic integrity. If you ever see something that seems suspicious, report it immediately to a SAAC staff member (e.g. copy of a test in the student's notebook; paper that seems plagiarized). If you do not report issues of academic fraud, you are contributing to the problem.
3. **You must never do a student-athlete's homework or any class assignments.** Instead, provide techniques and give advice on how to improve academic performance.
4. Use yourself as an example in explaining to student-athletes how to approach reading assignments, lectures, note taking, written assignments, problem solving, etc.
5. Your role is to facilitate the student-athlete's learning and not to provide a substitute for going to class.
6. **You must never help a student-athlete with a take-home or online exam!** If the student-athlete indicates the professor has granted approval to get assistance with the exam, always ask a SAAC staff person to verify this.
7. Do not read books/chapters/readings, etc. and provide notes to student-athletes.
8. Do not dictate information to student-athletes and allow them to write the information down as their notes or as answers to an assignment. Instead ask them questions so they can develop their own ideas.
9. If a student-athlete asks you to review an assignment for them, that student must be present during your evaluation of their work. Students are not to drop off assignments and pick them up later.
10. It is not acceptable to type for a student-athlete under any circumstance, even if the student-athlete offers to pay you.

11. You must set a good example for the student-athlete. Be on time, be responsible, dress appropriately, and be a good role model.
12. **Developing intimate relationships with students with whom you work is not appropriate.** If you work with a student with whom you have a current or past intimate relationship, please inform a SAAC staff member immediately so that other arrangements can be made.
13. **You must maintain confidentiality when working with student athletes.** A student-athlete's academic and/or personal concerns may only be discussed with that student-athlete and the SAAC professional staff. DO NOT discuss the student-athlete's academic and/or personal concerns with other student-athletes, faculty, members of the media, friends, or anyone else. Doing this is a violation of the student-athlete's right to privacy under the Buckley Amendment. All information must be treated with the greatest confidentiality and sensitivity.
14. Under no circumstances should a tutor speak with a student-athlete's instructor (this includes Teaching Assistants). Please check with the SAAC staff if you or the student-athlete is unclear about an assignment or has concerns about a grade. The SAAC staff will make the appropriate contact if necessary. The student-athlete should be encouraged to contact his/her instructor in person during office hours or via email to clarify assignments.
15. **You are not to work with a student who is not on an official team roster** without the approval of a member of the SAAC staff. Occasionally in group study sessions, other students may join the tutorial sessions, but only with approval.
16. If a student-athlete has a behavior problem (i.e. disruptive, disrespectful to tutors or other students, etc.), alert a member of the SAAC staff. Do not cause a scene trying to admonish the student yourself.
17. **The Student-Athlete Academic Center Study Hall and Tutoring Rooms are reserved for its employees (you) and our clients (the student-athlete) ONLY**, unless specific approval is granted by a professional staff member. Thus, friends, relatives, etc. of yours and/or of the student-athletes are not allowed in this facility.
18. It is imperative that all tutors show up to their scheduled appointments on time. You should plan to stay for the duration of the tutoring session.
19. **If you will be late or if you are unable to work a scheduled tutor appointment, please let the SAAC staff know as soon as possible.** The student-athletes depend on you for assistance with their assignments and exam preparation, particularly if you are the only tutor in a specific subject area. The sooner we know you will not be there, we can make arrangements for the student-athlete to seek assistance elsewhere.

20. Please notify a member of the Student Athlete Academic Center if you are no longer available to work as a tutor. We ask for at least a two week notice if possible.

21. As a tutor for student-athletes, you must abide by the following NCAA regulations:

### **NCAA COMPLIANCE**

NCAA regulations place strict limits on the role you play with the University's student-athletes. As an employee of UL Lafayette who works closely with members of our Athletic Department, you need to be aware of the limitations and guidelines regarding your interaction with student-athletes.

Penalties for breaking NCAA rules, whether accidentally or intentionally, can be severe. Any infractions, no matter how minor they may seem, could jeopardize a student-athlete's eligibility and possibly the opportunity to compete for UL Lafayette as a student-athlete. In addition, breaking rules may expose the University to NCAA sanctions. If you are unsure about a situation, please see the Student Athlete Academic Center (SAAC) Director or Academic Counselor. **Ask before you act!!**

The NCAA legislation specifies that student-athletes cannot receive "extra benefits" that are unavailable to the general student population. In addition, each university may create institutional rules that are necessary to ensure compliance with NCAA rules.

#### **NCAA Bylaw 16.02.3 Extra Benefit**

An extra benefit is any special arrangement by an institution employee or a representative of the institution's athletic interest to provide benefits not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes, 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 student, minority student) determined on a basis unrelated to athletic ability.

#### **As a Tutor you are NOT allowed to:**

- Buy a gift, food, or beverage for a student-athlete.
- Give OR loan money, school supplies, books, computer disks, or other items to student-athletes.
- Provide transportation to a student-athlete.
- Type a paper or assignment or other academic work for a student-athlete (even if you are paid by the student-athlete).
- Complete homework or coursework for a student-athlete.
- Take an exam for a student-athlete.
- Provide or arrange for free or reduced cost services or rentals (e.g. car repairs, clothing, haircuts, laundry)
- Accept or utilize complimentary tickets from a student-athlete.

### **NCAA Bylaw 10.3 Gambling Activities**

Staff members of a member conference, staff members of the athletics department or a member institution and student-athletes shall not knowingly:

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

### **Grades First**

- All tutors must activate their Grades First account utilizing their Louisiana.edu account.
- If you have activated the text messaging option in GradesFirst, you will receive a text reminder one hour prior to your scheduled tutoring appointments.
- Please give an accurate schedule of your availability. Once a master tutoring schedule is created, we are asking everyone to do their very best to maintain the schedule given to the SAAC. Any changes in the schedule must be discussed with Mrs. Tambria Bradford
- Once an appointment is scheduled, the SAAC will assume that you, the tutor, will be available based on the availability information you have provided. There will be no phone calls to ensure your availability for the scheduled tutoring appointment.
- If you are unable to attend a session, you must contact the SAAC by calling (337) 482-6830 or by email, which is SAAC@louisiana.edu. Office hours are Monday through Thursday, 7:30 a.m.-5:00 p.m. and Friday, 7:30 a.m.-12:30 p.m.
- Any tutor who misses 3 tutoring appointments, without following proper cancellation procedures, will be terminated from his/her tutoring position with the SAAC.

### **Tutor Don'ts**

- Don't try to take the place of the instructor. You should supplement the instructional material.
- Don't lecture to the student-athlete. You should engage the student-athlete in your explanation of the subject matter by having him/her summarize or reflect on what you have discussed. The student-athlete should be an active participant in the session.

- Don't assume the role of the student-athlete's SAAC Academic Counselor. If the student-athlete is having personal problems; wants to drop a class; wants to change his/her major; or has any other concerns that may affect his/her eligibility and/or degree progression, please inform a SAAC professional staff member. Inform the student-athlete that he/she must discuss all academic issues with his/her Academic Counselor.
- Don't focus on mistakes. Continue to encourage the student-athlete and move forward.
- Don't allow the student-athlete to engage in non-academic activity during a session (e.g. cell phone use, talking to another student-athlete).
- Don't allow the student-athlete to interrupt another session.
- Don't conduct a tutoring session outside of the Student Athlete Academic Center facility unless you get prior approval from the SAAC staff.
- Don't accept responsibility for the student-athlete's academic failure. Responsibility falls on the student-athlete's shoulders. A tutor is not expected to "save" the student-athlete.

### **Employee Policies**

1. Please use GradesFirst to sign-in when you arrive and sign-out when you leave.
2. Sign the payroll form(s) when applicable. These forms will be attached to the time sheets at the payroll period. Please sign in your designated spot(s). The majority of our tutors are paid from two departmental accounts and thus, you may have to sign two forms. Please check all forms to ensure your signature appears where necessary.
3. For each tutoring session you are required to complete in detail the Tutor Report Form. Reports are to be submitted within 24 hours of the tutoring session. Reports must be completed even if the student-athlete did not show up. On the report you will indicate that the student-athlete was a no show by unchecking the box next to "This person attended" and saving the report.
4. Adhere to professional work conduct. Dress worn at work can be casual, but not suggestive, such as "daisy dukes," tops showing midriff, etc. Also, employees should not wear clothing associated with any other college or university. Intimate relationships with student-athletes should be avoided. Sexual harassment of a student-athlete is prohibited (the same goes for the student-athlete harassing you). Personal biases should be put aside and each student-athlete considered for his/her own merits.
5. Use of the computers in the Student Athlete Academic Center facility is reserved for academic related work only. Neither student-athletes nor employees should be using the internet to browse inappropriate websites (e.g. pornography), social networking sites (e.g. Facebook), or any other site that is not related to a class assignment.

6. Limit your use of cell phones while at work. Please do not accept or make a call or text while you are at working with a student-athlete, unless it is an emergency situation. Even if you are not engaged in a tutoring session, you should minimize your use of your cell phone, as it can be distracting to others.

### **Benefits You Provide the Student-Athlete**

1. **Improved Learning**: tutoring offers student-athletes the chance to set their own learning goals and achieve them at their own pace. A tutor can sometimes be a more accessible role model than an instructor.
2. **Improved Attitude Toward School and Learning**: if student-athletes improve as a result of being tutored, they will feel more excited about learning than they may have before. They will realize that if they actively seek to learn, they will learn more and find it more enjoyable.
3. **Improved Self-Image**: student-athletes who begin to see themselves progressing as a result of their own efforts, gain the self-respect and pride that will fuel their personal and academic growth.

### **Expectations of the Student-Athlete**

1. Bring all necessary materials to the tutoring session: books, class notes, calculator, pen/pencil, paper, etc.
2. Prepare for session by reviewing assignments, class notes, readings, etc. Come to the session with specific objectives.
3. Be prepared with questions.
4. Seek reinforcement, not re-teaching.
5. Do NOT expect the tutor to do the work.
6. Be respectful of the tutor at all times. The tutor is part of the SAAC staff and should be treated accordingly.
7. Be respectful of other student-athletes. Try not to monopolize all of the tutor's time if there are other student-athletes who need assistance.
8. Communicate honestly with the tutor.
9. Respond to any requests made by the tutor.
10. Turn off cell phones while in study hall and tutoring sessions.
11. Do not socialize with other student-athletes while in study hall or a tutoring session.

## **Academic Fraud Reminder**

If you know of a student-athlete who is submitting work that is not his or her own, or is submitting test or examination materials that are not his or her own, it is your responsibility as a staff member to report this activity to the SAAC Director or Academic Counselor. Please be aware of the following and refer your student-athletes to this policy when necessary:

### **Common Categories of Academic Fraud**

1. **Plagiarism:** Plagiarism encompasses a number of different practices in which a student submits work as if it were his or her own, when it is not. This form of academic fraud includes, but is not limited to the following:
  - The failure to properly cite sources. This includes passing off a quotation as one's own writing, or directly copying any of the work from one text into a student's paper.
  - Submission of a purchased paper or paper downloaded from the Internet.
  - Submission of work directly copied from another (with or without consent).
  - Work in which the material from other sources is paraphrased, but retains the structure, arguments, and/or unique ideas of the original author.
  - Use of a particularly apt phrase from another author's work without both quotations and citation.

To avoid plagiarism, sources must always be documented when they do not represent the writer's own thoughts and/or assertions.

2. **Illegitimate Collaboration:** Illegitimate collaboration involves a student-athlete receiving excessive assistance from another student, tutor, parent, or other individual. Illegitimate collaboration occurs when assistance contributes to the student's work in a way that the work no longer represents the student's efforts, is beyond the level the student is capable of doing, and which is no longer the sole intellectual property of the student.

Legitimate assistance occurs when another student, parent, or Mentor points out areas of weaknesses in a student-athletes work and the student working on the paper makes what he/she believes to be the appropriate changes.

To avoid illegitimate assistance, make certain that after writing weaknesses have been identified, any changes in the work being submitted have been made solely by the student-athlete.

3. **Use of a paper from one class for another class:** While a paper from one class is the intellectual property of the student-athlete, it is expected that students will submit new, original work for evaluation in each class. As a result, using the research or substantial portions of the paper from one class for another is considered a violation of academic integrity.

## **Penalties for Academic Fraud**

The University considers both cheating and plagiarism serious offenses. The minimum penalty for a student guilty of either dishonest act is a grade of "zero" for the assignment in question. The maximum penalty is dismissal from the University.

### **Working with Student-Athletes:** **Best Practices**

- ✓ Develop and build rapport with the student-athlete by being supportive and encouraging. It is important for the student-athlete to understand that both of you share the common goal of seeing the student succeed in the classroom.
- ✓ Assess the student-athlete's academic needs by using open-ended questions to determine the type of tutoring assistance most appropriate for the student.
- ✓ Remember, YOU are in charge of the session, NOT the student-athlete.
- ✓ Have the student-athlete communicate the types of problems he/she is experiencing.
- ✓ Actively involve the student-athlete in setting realistic goals for the semester. You may ask them about prior coursework in the subject area you are tutoring to get an idea about their past academic experience. Encourage student-athletes to put forth their best effort and to be as motivated about academics as they are about athletics. They must understand that top academic achievement requires as much skill, determination, practice, and time as does athletic success.
- ✓ Foster an environment that is accepting of errors; mistakes merely signal where additional teaching and learning needs to take place.
- ✓ Let the student-athlete know when he/she has done well; point out progress when it occurs. Emphasize the student-athlete's strengths.
- ✓ Be firm, yet supportive in making requests of the student-athlete. For instance, if you ask that a student-athlete complete a math problem on his/her own, expect that he/she do so. You don't have to get mad or yell at the student, but let him/her know that in order for you to be of help, you need to see how the student approaches the problem. If the student refuses to respect your request, tell the student it is best that the tutoring session end and notify a Student Athlete Academic Center staff person of the problem.
- ✓ Encourage the student-athlete to attempt to complete assignments before coming to a tutoring session.
- ✓ Find out how much of the text the student-athlete has read, and then ask questions to assess understanding.

- ✓ When working with a student-athlete, it is important to remember that there are various ways to learn course material. No one method works for every student. Tutors and student-athletes should work together in order to figure out the best method for each individual and their respective courses.
  
- ✓ Always begin with the basics; do not assume the student has prior knowledge of the subject.