Dear Tutor:

Welcome to the staff of the Academic Support Program for Student-Athletes at the University of North Carolina. I am pleased that you have joined us in our efforts to provide high quality academic support to our students.

Your job as a tutor will be challenging. Our students make up the full spectrum of ability, motivation, and areas of interest. As a tutor, you can help the students reach their full potential. They are to do their own work and accept the consequences, positive or negative. The ethics and integrity that guide your own academic work fully apply here in the Academic Support Program for Student-Athletes.

This manual is designed to help you understand our tutoring program and to clarify your role. Please read it thoroughly. If you have any questions, please feel free to ask our tutor coordinator or any full-time staff member. They are available to assist you at any time.

Over the years, our program has continued to improve. A key ingredient to our success is having a staff of tutors dedicated to quality education. I appreciate your commitment to improving upon our tradition of academic excellence.

Take care, and best wishes for an enjoyable and rewarding experience.

Sincerely,

Dr. Michelle Brown
Assistant Provost and Director
Academic Support Program for Student-Athletes
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ACADEMIC CENTER HOURS OF OPERATION

Fall/Spring
Monday-THursdays  8:00am to 10:00pm
Fridays  8:00am to 5:00pm
Sundays  6:00pm to 10:00pm

Summer
Monday-THursdays  9:00am to 9:00pm
Fridays  9:00am to 5:00pm

Website: http://aspsa.unc.edu/
<table>
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<th>Name</th>
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<tr>
<td><strong>Dr. Michelle Brown</strong></td>
<td>Director</td>
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<td><strong>Emily Adney</strong></td>
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<td><strong>Carly Dressler</strong></td>
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<tr>
<td><strong>Marcus Donie</strong></td>
<td>Office Manager</td>
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<td><strong>Stephanie Keith</strong></td>
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<td><strong>Jenn Townsend</strong></td>
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<td><strong>Kathy Zambrana</strong></td>
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<td><strong>Jerome Perry and Kaleigh Roger</strong></td>
<td>Assistant Academic Counselors</td>
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<td><strong>Olivia Dwyer and Kereston Thomas</strong></td>
<td>Assistant Academic Counselors</td>
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ACADEMIC SUPPORT POSITIONS

**Academic Counselors:** The academic counselor’s role is to assist the student in making the academic transition from their high school to the University of North Carolina. Counselors will work closely with coaching staff and students to ensure that the student is able to manage the demands of academics and athletics. To do this, counselors will monitor student athletes’ academic progress, hold counselor-guided studies, have one-on-one meetings and collaborate with the students’ coaching staff. The counselor will work closely with all other positions listed below to ensure the success of the student. Counselors meet weekly with all students on an academic support plan. This group consists of all first-year students and designated upperclassmen with a demonstrated need through the MAP program (My Academic Plan).

**Learning Specialists:** Learning Specialists collaborate with counselors and tutor coordinators to help provide academic support beyond content tutoring that addresses a student athlete’s individual learning needs. Learning Specialists provide intense academic support that focuses on strategy instruction and skill development. LS utilize a student’s course content to address academic skill building, time management, organization, note taking, reading comprehension, test taking, study strategies, and writing. They also assist students in arranging for support services and effectively guide them to utilize their accommodations.

**Tutor Coordinator:** This staff member will be the tutor’s main contact with the Academic Support staff. The tutor coordinators will collaborate with the academic counselors and learning specialists to schedule optimal tutorial assistance for their respective students. The tutor coordinator will establish one-on-one, group and/or drop-in tutoring schedules for all tutors. Any issues or concerns that a tutor has should be brought to the attention of the tutor coordinators by emailing ASPSATutoring@unc.edu.

**Tutors:** Tutors are content specialists who assist students in mastering course materials within the UNC Honor Code and NCAA regulations. As they help the student understand the material, the tutor will also model study skills and strategies that will aid in these efforts. Tutors should always incorporate the philosophy of student-centered learning and should never cross the boundaries of academic integrity.

**Assistant Academic Counselors:** Assistant Academic Counselors are staff members who work very closely with counselors in a wide variety of tasks. In some instances, they will become a specific student’s “counselor” as it relates to coursework, sessions, and weekly meetings. They will also be responsible for assisting with the tutorial staff with different tasks. Their primary function is to develop skills and address different situations in order to become an Academic Counselor in the future.

**Assistant Learning Specialist (ALS):** Assistant Learning Specialists collaborate with the Learning Specialists and Academic Counselors to help student-athletes develop time management, task management, and organizational skills. ALS help students create long-term academic plans using semester calendars, syllabi, and other course materials. Additionally, our ALSs work with students during weekly sessions on study skills and learning strategies that are utilized across the curriculum.

**Monitors:** Monitors will supervise and maintain an appropriate and productive study environment at the Loudermilk Center for Excellence. Monitors will help organize and direct all the tutors and students to their respective rooms and locations. Monitors will direct any questions to the appropriate individuals. They will also assist with any facility issues, including securing the building at the end of the night, as well as taking note of any issues with specific tutor rooms or classrooms. They will also help make sure supplies are available and printers are filled with paper. Monitors will also supervise the independent study room and actively engage with the students to stay on task. They will enforce ASPSA policy regarding cell phone usage, non-academic websites, and appropriate behavior while in the independent study room. Monitors will be the nightly eyes and ears to the Tutor Coordinators.
THE HONOR CODE

UNC Honor Court Instrument of Student Governance
Excerpt on Academic Dishonesty

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty including, but not limited to, the following:

1. Plagiarism in the form of deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.

2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.

3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.

4. Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following:
   a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods), or
   b. Representing another’s work as one’s own.

5. Violating procedures pertaining to the academic process, including but not limited to the following:
   a. Violating or subverting requirements governing administration of examinations or other academic assignments;
   b. Compromising the security of examinations or academic assignments; or
   c. Engaging in other actions that compromise the integrity of the grading or evaluation process.

6. Deliberately furnishing false information to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.

7. Forging, falsifying, or misusing University documents, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.

8. Violating other University policies that are designed to assure that academic work conforms to requirements relating to academic integrity.

9. Assisting or aiding another to engage in acts of academic dishonesty prohibited by Section II.B.
NCAA POLICY AND PROCEDURES

EDUCATION FOR DEPARTMENTAL TUTORS/MONITORS REGARDING NCAA REGULATIONS
Updated: 8/19/2013

Institutional Staff Member
By virtue of you being paid by the Athletics Department (even if you work only 2 hours per week), you are considered an institutional staff member. The definition of an Institutional Staff Member includes any individual who performs work for the University or the Athletics Department, even if the individual is a student (e.g., student manager, student trainer) and/or does not receive compensation from the institution for performing such services.

Representative of Athletics Interests (i.e., Booster) (Bylaw 13.02.14):
An individual, independent agency, corporate entity or other organization that is known by the athletic administration to:
• Have participated in promoting the institution’s athletics program;
• Have made financial contributions to the athletics department or booster organization;
• Be assisting or to have been requested by the athletics department staff to assist in the recruitment of prospects; or
• Be assisting or to have assisted in providing benefits to enrolled student-athletes or their families.

Once an individual is identified as such a representative, he/she retains this identity indefinitely. (Bylaw 13.02.14.1)

Unethical Conduct (Bylaw 10.1)
Unethical Conduct by a current or former institutional staff member or a prospective or enrolled student-athlete member may include, but is not limited to, the following:
• Refusal to furnish information relevant to an investigation of a possible violation;
• Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete;
• Knowing involvement in offering or providing a prospective or enrolled student-athlete an improper inducement or extra benefit, improper academic assistance or improper financial aid;
• Knowingly furnishing or knowingly influencing others to furnish the NCAA or the institution false or misleading information concerning an individual’s involvement in or knowledge of matters relevant to a possible violation of an NCAA regulation; or
• 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.

Academic Fraud and Academic Offense
An institution is required to self-report a violation of NCAA Ethical Conduct regulations concerning academic fraud if an institutional staff member (e.g., coach, professor, tutor, etc.) is knowingly involved in arranging fraudulent academic credit for, or providing impermissible assistance to, a prospect or an enrolled student-athlete. Examples of this would be: 1) An institutional staff member being involved in assisting a student-athlete with obtaining grade changes in course work, especially if the grade change was unearned; 2) A student-athlete receiving improper academic assistance from an institutional staff member, such as the staff member writing or typing a paper or a part of a paper for a student-athlete, regardless of credit obtained; and 3) An institutional staff member providing improper assistance to prospective or enrolled student-athletes in correspondence and/or online courses via writing papers, taking quizzes and finals, etc.

An institution is also required to self-report an NCAA violation if a student-athlete knowingly becomes involved in arranging fraudulent academic credit or false transcripts. An example of this would be if a student-athlete changed his/her own grade in a class.

Though this is not an inclusive list, other examples of academic fraud are:
• Signing a student-athlete’s name on an attendance sheet in a course where participation/attendance is part of the final grade;
• Preparing and typing papers for student-athletes;
• Obtaining a fraudulent medical excuse on behalf of a student-athlete for the purpose of obtaining extensions to take exams, and contacting faculty members in connection with an extension.
If a student-athlete commits an academic offense (e.g., cheating on a test, purchasing a term paper off the Internet and turning it in for course credit, plagiarism on a term paper, etc.) with no involvement of an institutional staff member, the institution must only report a violation to the NCAA if the offense results in an erroneous declaration of eligibility and the student-athlete subsequently competes at UNC. However, this type of incident, as well as those described above, must be addressed through the University Honor Court system.

If you become aware of a situation that appears to be unethical, even if it is merely a rumor, it is your responsibility to inform a full-time staff member, who will then inform the Compliance staff. Any violation that goes unreported may cause significant future problems. The penalties will certainly be greater than if the self-report is not made at the time of the incident. Keep in mind that any level of cheating is a violation, even if the assistance provided does not enable the student-athlete to pass the course. Additionally, improper assistance provided to a student-athlete who is not specifically assigned to you does not diminish the seriousness of the violation.

Extra Benefits (Bylaw 16.02.3)
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 family member or friend a benefit that is not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes and/or their family members or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to all of the institution’s students or a particular segment of the student body determined on a basis unrelated to athletics ability.

Bylaws and Interpretations of situations that constitute an extra benefit:
1. An individual MAY NOT write and/or type a paper for a student-athlete or pay the typing costs for another individual to do so.
2. A professor MAY NOT provide special study materials only to student-athletes.
3. A tutor MAY NOT provide old tests to student-athletes absent the approval of the professor. Therefore, prior to using old tests/quizzes in your tutor sessions, you must receive explicit approval from an Academic Support staff member.
4. A professor MAY NOT offer special treatment to a student-athlete or provide a grade for eligibility purposes.
5. A professor MAY NOT give a grade that the student-athlete did not earn.
6. A tutor MAY NOT provide library books or other research materials to the student for purposes of writing a paper.
7. The Athletics Department is permitted to purchase textbooks for a student-athlete on athletics scholarship. However, this does not include course supplies (e.g., calculators, notebooks, art supplies or other study materials not specified on the course syllabus). Students may come to you unprepared for their session, and you may want to help by providing them with a notebook or other materials to assist them during their session. You are not permitted to do so! Rather, you should strongly suggest that the student-athlete bring these materials to your next session.
8. Equipping student-athletes with CDs, zip drives, etc. in the computer lab, even as simply a loan, is not permissible, regardless of the bind in which they find themselves. Student-athletes are not permitted to submit a paper to you via electronic device (e.g., flash drive/CD) or method (e.g., email) for proofing. Should a student-athlete attempt to do so, you must require that he/she print the document. Tutors are NEVER permitted to type on a student-athlete’s computer or electronic document.
9. Student-athlete and tutor use of a copy machine and/or fax machine is prohibited. Tutors and mentors must see the counselor on duty to request the use of the fax and copy machines for any purpose.
10. Printing long documents should be carefully monitored.
11. An institutional staff member MAY NOT provide payment of any expenses (e.g., room, board, transportation etc.) for friends or relatives to travel to visit a student-athlete.
12. Under no circumstances may an institutional staff member provide a student-athlete with use of an automobile. Tutors MAY NOT cover the cost of transportation (e.g., gas money, airfare, etc.) and/or provide transportation to student-athletes for any reason, even if the student-athlete provides reimbursement of the expenses.
13. An institutional staff member or booster MAY NOT cover the charges for parking tickets for student-athletes, even if the student-athlete ultimately provides reimbursement.
14. An institutional staff member MAY NOT provide a meal or pay for the cost of a meal for a student-athlete or the entire team. Tutors MAY NOT bring food/snacks and/or drinks for student-athletes during their tutoring sessions.
15. A student-athlete MAY NOT receive a special discount, payment arrangement, or credit on a purchase or service from an institutional staff member or a booster.
16. A student-athlete MAY NOT receive items or services (e.g., movie tickets, dinners, use of car, etc.) without charge.
17. It is not permissible to allow a student-athlete to use a telephone for personal reasons without charge or at a reduced cost. A staff member MAY NOT use a personal credit card to cover any expenses for a student-athlete at any time, even if the student-athlete ultimately provides reimbursement.

18. An institutional staff member or booster may not provide a student-athlete with a loan, no matter how large or small, even if the student-athlete intends to repay the loan.

19. An institutional staff member may not arrange for another individual to provide benefits for an enrolled student-athlete and/or their relatives and friends.

Gambling
Student-athletes and Athletics Department staff members may not participate in sports wagering activities or provide information to individuals involved or associated with any type of sports wagering activities concerning any intercollegiate or any professional athletics competition that an NCAA championship exists for (i.e. horse racing is acceptable since there is no NCAA horse racing).

ACADEMIC SUPPORT PROGRAMS FOR STUDENT-ATHLETES (ASPSA) POLICY AND PROCEDURES

GENERAL Policies

Requirements
Employment within the academic support program is considered a professional employment opportunity. The following is expected of all employees:

- Follow the policies and procedures of the Academic Support Program for Student-Athletes.
- Arrive on time for all sessions. If you will be late, please call/text the Tutorial Staff.
- Meet students in the appropriate room assigned to you within the Loudermilk Center for Excellence.
- Be present for all assigned sessions.
- In the event you must miss a tutoring session, please see section: Appointment Cancellations (Tutors/Guided Study Leaders/Monitors for detailed instructions.
- A semester tutorial schedule of appointments and drop-in hours will be established for each individual by the Tutor Coordinator. Any changes to the schedule must be approved by the Tutor Coordinator. Tutors who work beyond the assigned hours without prior approval may have their employment terminated.
- Neither students nor tutors may make appointments for private sessions. While employed by the ASPSA, you may not work as a private tutor for any student-athlete. Tutors must seek approval to conduct extra sessions with students
- Approval for overtime hours (more than 40 hours when combining all jobs on campus) must be made by the Tutor Coordinator ONLY.

Release and Dismissal
A tutor may be terminated for any of the following reasons:

1. Failure to uphold the general duties of a tutor as outlined in the manual, including repeatedly failing to submit feedback forms.
2. Failure to comply with the policies and procedures of the Academic Support Program for Student-Athletes.
3. Missing tutoring appointments without proper notification.
4. Disruptive behavior that calls unfavorable attention to the tutor as a representative of the Academic Support Program for Student-Athletes, the student-athletes, or the University.
5. Conducting unscheduled sessions and/or sessions outside of the Academic Center.
6. Violation of University or NCAA policies. (i.e. academic honesty, extra benefits, gambling, etc.).
7. Unacceptable contact with student-athletes outside of the Academic Center.
8. Failure to maintain confidentiality regarding student-athletes.
9. Falsifying your time card.
10. Disrespectful behavior toward students and/or staff.

Protocol for a tutor when a difficult situation arises with a student during a session

- Document the circumstances of the situation on the feedback form.
- Meet with the Tutor Coordinator to discuss the details of the incident regardless of whether or not the incident had already been discussed with another full time staff member.
Announcements
Please check your email regularly for important notes and announcements from the tutorial staff at ASPSATutoring@unc.edu. Email will be the primary method of contact, but the Tutor Coordinator may also contact you by phone or text regarding urgent issues.

Confidentiality
Tutors are expected to maintain complete confidentiality in all areas regarding student-athletes. You may discuss a student’s academic concerns only with the student and full-time academic staff. The student may be willing to discuss their personal concerns and issues with you. Please do not assume that the level of trust and comfort is the same with all other tutors; therefore do not discuss any personal information with other tutors. In addition, you may not discuss the student’s academic concerns, injuries, team status, etc. with other students, friends, faculty, and members of the community or media. This would be a violation of the student’s FERPA rights to privacy.

Social Media – Tutors should never use social media (Twitter, Facebook, Instagram, etc.) to showcase the work they do within ASPSA. Posting positive and negative comments about student-athletes is prohibited. Additionally, tutors should not use social media as a means to communicate with student-athletes.

Student ID and Passwords – Tutors should never request and maintain a student’s ONYEN and Password to access the student’s Sakai site, email, or any other personal online site.

Copy Machine
The copier can be used for academic-related purposes. Please see one of the monitors for help using the copier. If you have any questions as to what is considered appropriate academic use, please ask the Tutor Coordinator.

You may also take advantage of using our computer lab and free printing for academic-related materials. Personal copying/printing or copying notes for student-athletes is not permitted.

Dress Code
The Academic Center is a professional place of work. Even though you are working with students, our office is a place of business and a direct representation of the Office of the Executive Vice Chancellor and Provost, the Department of Athletics, and the University. Although formal business attire is not necessary, please abide by the following dress code. Your dress should convey to the students that they are working with a professional.

Acceptable:
- Teacher
- Business casual

Not Acceptable:
- Low cut (cleavage baring), midriff exposing shirts or dresses
- Gym clothes such as mesh shorts, spandex leggings, etc.
- Strapless shirts or dresses
- High cut (rear-end baring) shorts, skirts, or dresses
- Excessively torn or worn blue jeans
- Clothes denoting inappropriate messages or logos

Evaluations and Assessments
Tutors will be observed periodically during each semester by the Tutorial Staff and Learning Specialist Team to evaluate the effectiveness of their tutorial sessions. A follow-up meeting will be conducted with each tutor to discuss the observations. Also, students will complete a survey evaluation of each of their tutors at the end of each semester. Tutors will be required to fill out an end of the semester survey and academic integrity statement form on their students and the tutor program. (See Appendix F & G) Any recommendations and suggestions made by the tutor will be considered for implementation in future terms. Tutors are not personally evaluated by the grades of the students, but rather by their own performances in tutoring the students.

Honor Code – Graded Assignments and Papers
All tutors are held to the Honor Code policy of UNC. In all aspects, tutors should be helping the student learn strategies and ideas to further their skills. Tutors should not at any point edit or proofread a student’s paper. They may HELP the student proofread and ask questions to make sure the student is fully aware of what (s)he is expressing in the paper. Content tutors should refer students to the writing tutors for assistance beyond content.
Tutors should never work on specific graded homework or assignments to be turned in unless specifically authorized to do so. Instead, they can help the student by using similar examples or having the student walk-through their work to make sure that the student fully understands how to approach and solve the problems.

**NCAA/UNC Academic Honesty and Confidentiality Agreement**

As a tutor for the Academic Support Program for Student-Athletes, you are required to carefully read, sign, and date the NCAA/Academic Honesty and Confidentiality Agreement Form (See Appendix A). This form will be distributed at the beginning of each semester. The form provides guidelines that should be followed throughout your employment with the Academic Support Program. It is a statement indicating that tutors will abide by all UNC and NCAA guidelines as articulated by the ASPSA. **Failure to comply will result in immediate termination of employment.**

**Human Resources**

Individuals who were originally hired under the status of a “student” must inform the Tutorial Staff immediately if this status should change. Please note the effective date of this change. If at any point during your employment with ASPSA you are no longer “enrolled” in classes and no longer have “student” status with the University, please provide this information as well. HR will be notified immediately in order to update their records appropriately.

**FERPA Training**

ASPSA and University policies require that all ASPSA employees complete FERPA training. This training is mandatory for all full-time, part-time, and temporary employees, i.e., tutors, monitors, etc. Training is offered through the Registrar’s Office and it can be found at [https://registrar.unc.edu/academic-services/uncferpa/ferpa-instructions/](https://registrar.unc.edu/academic-services/uncferpa/ferpa-instructions/) This training must be completed before you begin working for ASPSA.

**Parking**

*Day*: We will not provide parking passes or pay parking tickets for daytime tutors. You will be responsible for covering your own parking expenses. Transportation and parking information, bus schedules and transit times can be found at the following websites:  [http://move.unc.edu](http://move.unc.edu) and [http://www.townofchapelhill.org/town-hall/departments-services/transit/routes-schedules/all-routes-schedules](http://www.townofchapelhill.org/town-hall/departments-services/transit/routes-schedules/all-routes-schedules)

*Night*: Tutors may park in non-gated lots on campus after 5:00pm. No parking fines are issued after that time except during special events. It is a first come, first serve basis, so spots are limited. You may also park on Stadium Drive or any other eligible parking lots. We will **not** provide parking tickets for the parking garages or pay for DPS parking tickets. See above for the website regarding bus schedules.

**Media**

What to do if approached by the media? - Tutors have no obligation to respond to media inquiries verbally or in writing. Working in ASPSA may expose tutors to sensitive and confidential student information, including, but not limited to, academic abilities of students, their academic progress and eligibility, grades, injuries, status on the team, and any other personal information that a student may share and should not be discussed with the media. This information is deemed confidential whether it exists in writing or is the result of conversations with the student and may not be shared with anyone other than appropriate full-time ASPSA staff members. Please inform the Tutorial Staff if you have been contacted by the media. ASPSA staff does not release to the public any list of our part-time employees, and therefore you should not have to deal with any media.

**Weather**

Adverse Weather Hotline: 919-843-1234

If we are experiencing bad weather or have the threat of bad weather, please contact the UNC adverse weather hotline and follow the identified University conditions of operation, i.e. Condition 1 (Reduced Operations); Condition 2 (Suspended Operations); Condition 3 (University Closure). Tutor sessions will be cancelled when under Condition 2 and 3. In situations of cancellations or academic center closings, the tutorial staff will contact all working tutors via email.

**BEHAVIORAL Policies and Expectations**

**Behavior – See Appendix B for details regarding Student and Tutor Usage Agreement**

Do not engage in “extra-curricular” activities with your student. Please refrain from using or allowing your student to use foul language. Encourage appropriate behavior from the student. In the instance of an unruly or uncooperative student you may dismiss the student from the session and note the issue on the feedback form. If necessary, please contact the full-time academic counselor on duty to assist in removing the student. The academic counselor will also notify the student’s academic counselor to address the behavior with his/her coaches.
Cell Phones /Non-Academic Websites/Music
These items are PROHIBITED for students and tutors during academic sessions and are limited for academic use only. On RARE occasions, when a cell phone must be answered, please do so in a professional manner. Also, there are times when tutors are waiting to help students. Please DO NOT use this time to text message, access non-academic websites, or use headphones to listen to music. We want to model behaviors for our students, and this is NOT the example we are trying to set.

Communication (w/ Coaching Staff)
Tutors should NOT have any interaction (either personal or professional) with coaching staff members. Tutors may not be employed by coaches for family or other personal matters (e.g., babysitting, tutoring their children, side jobs etc.). Coaches should not make arrangements with tutors to meet with prospects for recruiting purposes. Any necessary communication with coaches must go through the team's academic counselor. Any existing connections or prior relationships with coaches should be communicated to the tutor coordinator.

Communication (w/ Student-Athlete)
All contact with student-athletes, including student-athletes who are not currently on a tutor’s schedule, shall be conducted in a professional manner. All interaction with student-athletes must occur within the Loudermilk Center for Excellence ONLY. If a tutor needs to communicate with a student-athlete outside of a tutor session, ALL COMMUNICATION MUST GO THROUGH THE STUDENT-ATHLETE'S ACADEMIC COUNSELOR AND OR THE TUTORIAL STAFF. There should be NO outside contact between student-athletes and tutors. Tutors and students may not directly contact each other in any way (phone, text, email, social media, etc.). Any existing connections or prior relationships with student-athletes should be communicated to the Tutor Coordinator.

Communication (w/ Tutorial Staff)
Tutors should contact the tutorial coordinating staff at ASPSATutoring@unc.edu for all matters related to scheduling, cancellations, availability, training, etc. If you have a matter of a more personal nature, you may reach Carly at cldressl@email.unc.edu. In urgent or after-hours needs, you can reach Carly directly by calling or texting her at 919-903-6320.

Miscellaneous Guidelines
• Tutors are asked not to speak with professors about assignments and the students with whom they are working. It is the responsibility of the student to seek clarity from professors regarding assignments, due dates, etc.
• Tutors should refrain from commenting on how a professor is conducting his/her class in the presence of students. Any concerns should be brought to the attention of the Tutor Coordinator.
• Tutors working as a TA for a particular class MAY NOT tutor students in their class. If one of your students in class appears on your tutor schedule, please inform the Tutorial Staff immediately and adjustments to your schedule will be made.
• Tutors who are teaching a course should not solicit student-athletes or ASPSA to fill seats in their class. Regular methods for advertising class offerings across the University should be followed.

Complimentary Tickets
Student-athletes may NOT provide tickets to staff members under any circumstance. Tutors may not accept complimentary admissions to events on or off campus from student-athletes via either a pass list or a “hard ticket.” If a student-athlete invites you to attend a contest that requires a charge at the gate and offers assistance with admission, please inform the Tutor Coordinator. Staff members are welcome to attend any athletic event just as any other paying customer.

Online Courses and Exams
It is against UNC and NCAA policy for an institutional staff member to assist a student-athlete or prospective student-athlete with any online assignments, quizzes, or exams. Some face-to-face courses at UNC have an online component in which students may attend class each week and take quizzes and exams online, but the course is not identified as a typical online course. With this in mind, if a student-athlete should request assistance with an online assignment, it is the tutor’s responsibility to confirm prior to working with the student whether or not the assignment will be graded. A professor may authorize group work with online assignments. If so, please ask the student for written verification from the professor, i.e. syllabus, email from instructor, etc., before working with the student. Even in these situations, your job is not to HELP complete the work, but merely ask the right questions for the student to find the answers on his/her own. Although online coursework can be accessed from any location, institutional staff members (tutors, academic coaches, etc.) MAY NOT work with student-athletes outside of the Academic Support Center for Student-Athletes.
**Tutoring outside the Academic Support Center for Student-Athletes is NOT permitted**

ALL tutoring shall occur within the Academic Support Center for Student-Athletes. Any unauthorized tutoring conducted at other locations or online shall result in immediate dismissal from the program. Although online coursework can be accessed from any location, institutional staff members (tutors, academic coaches, etc.) MAY NOT work with student-athletes outside of the Academic Support Center for Student-Athletes.

**APPOINTMENT Policies**

**Scheduling**

Tutor schedules are determined based on the level of need for the subject, the tutor’s availability, and budgetary constraints. As a result, tutors are not guaranteed a specific number of hours per week each semester.

Tutors will turn in availability to the Tutor Coordinator prior to the start of each term. The Tutor Coordinator will create a schedule that will be maintained for the duration of the semester. Each schedule will be made up of 50-minute sessions that will allow time to complete tutor feedback forms. Unless notified of special circumstances, the schedule will remain the same each week. Official university holidays will be recognized, and there will be no scheduled meetings on those days. Please see Appendix H and E for the Leadership Academy calendar and University Academic Calendar.

Tutors who are current instructors may not tutor students who are in their section. If you recognize that a student is placed on your schedule, and (s)he is in your section, please notify the tutorial staff as soon as possible, to make the necessary adjustments.

In the event that an academic counselor requests availability for an additional session during the week, the tutor should contact the Tutor Coordinator to confirm that the additional session has been officially approved. Tutors should not assume that additional sessions are approved unless they have heard from the Tutor Coordinator.

**Final Exam Schedules**

Please be aware that the regularly scheduled sessions will continue until the student’s final exams are completed. During the week of final exams, schedules may be adjusted in order to properly prepare students for their exams. Tutors may be called upon to conduct group review sessions leading up to the final exam on days and times outside of the tutor’s regular schedule. Your flexibility during this time in your schedule availability is appreciated. These additional sessions may only be conducted upon the approval of the Tutorial Coordinator. There will be no meetings AFTER the student’s final exam for that course. See Appendix E for Academic Calendar.

**Appointment Cancellations (Students)**

The student is ultimately responsible for making sure cancellations are communicated properly. **Appointments should not be canceled beyond special circumstances.** All cancellations outside of team travel and competition must be approved through the student’s academic counselor BEFORE being emailed to the tutorial staff. **Students may not cancel or reschedule an appointment directly with the tutor.** Anytime the student is scheduled to be absent for any reason other than reasons covered by the academic counselor, (s)he should communicate the cancellation by following the cancellation procedures listed below. Academic Counselors will submit cancellations on behalf of the student for team travel, competition, and Carolina Navigate (This DOES NOT include other parts of Leadership Academy).

- **For Appointments 5pm or later** - Appointments must be cancelled no later than 2pm that day.
- **For Appointments before 5pm** - Appointments must be cancelled no later than 2pm the previous day.
- **For Sunday Appointments and Monday Appointments before 5pm** - Appointments must be cancelled no later than 2pm on Friday.

In order to cancel an appointment, students must send an email to ASPSATutoring@unc.edu and copy their academic counselor. Cancellation emails should include the date, time, subject, tutor name, and reason for cancellation. Any cancellations outside the aforementioned policy will be recorded on the Feedback Form by the tutor as an academic infraction. Upon receipt of the student’s cancellation, tutors will be notified via email if the session is cancelled and a Feedback Form will not populate in Connect Carolina. If the session in the middle of the shift is cancelled, tutors are not required to time out unless he/she chooses to leave the Academic Center to take a break for that cancelled hour.
Appointment Cancellations (Tutors)

Appointments should not be canceled beyond special circumstances. If a tutor has a scheduling conflict and is unable to make a tutor session, they must notify the tutoring staff at least a week in advance via email to ASPSATutoring@unc.edu. With these conflicts, the tutoring staff will communicate with the counselors regarding the schedule change. The counselors will be responsible for notifying their students of the cancellation. In emergency situations, please contact the tutoring staff by phone/text/email as soon as possible.

No Shows
When a student does not show up for a 1-on-1 session, the tutor will:

- Wait 5 minutes, report the student with an infraction on the tutor feedback form, and notify the monitor in the lobby.
- Return to the scheduled room to prepare for the next session or help any other students in need of assistance.

When a student does not show up for a group tutorial session or guided study group, the tutor will:

- Work with the students who are present and should not wait the 5 minutes to begin the session.
- Report the student with an infraction on the tutor feedback form.

Academic Infractions
All of the following are academic infractions that must be reported by the tutor:

- Student does not show up for a session without following proper cancellation protocol.
- Student arrives more than 5 minutes late to a session. The session will continue, but the student will be informed by the tutor as receiving an infraction for being late.
- Any behavioral issues that warrant a dismissal from the session will automatically count as an infraction and will require a meeting with the coach, counselor, associate director, and Tutor Coordinator. All academic services may be suspended until this meeting is HELD.

In situations when Academic Infractions occur when the student is present, the tutor MUST specifically inform the student that they are going to receive an infraction for a designated reason. After informing the student, you should report the specific infraction in the tutor feedback form. Judgement regarding infractions should not be left up to the tutor, even if the student has a very compelling reason. The tutor should simply record whether or not the student was present or whether or not the student was late. Data regarding tutorial attendance is dependent upon the accuracy of the tutor’s records on the Feedback Forms. Any questions or concerns the students have regarding the infraction should be directed to the tutoring staff. Tutors should not expect to know the consequences of reported infractions. If there are consistent issues, please don’t hesitate to reach out to the tutoring staff to follow up with those students and counselors. Please continue to document the infraction on the Feedback Form if the behavior persists. See Student and Tutor Usage Agreement (Appendix B) to understand what we ask of the students.

Academic Infraction Policy
All infractions will be recorded cumulatively for the semester (not by individual class). Students who have a history of infractions may lose their tutoring privileges. Students, their coaches, and their academic counselor will be notified of each documented academic infraction via email.

- With a 5th infraction, all tutorial services may be suspended until a mandatory meeting with the student, position coach, academic counselor, associate director of academic support, and tutor coordinator has been HELD.
- With a 10th infraction, all tutorial services may be suspended until a mandatory meeting with the student, head coach, academic counselor, associate director of academic support, director of academic support and tutor coordinator has been HELD.

Appeals Policy
(See Appendix C)
If a student believes a recorded infraction is not accurate, (s) he has 5 business days from the date of the email informing them of the infraction to appeal in writing to the Tutor Coordinator. The appeal form must be signed and approved by the Head Coach before being presented to the Tutor Coordinator. The appeal must state all pertinent facts and provide any proof to support the student’s position. In the appeals process, the Tutor Coordinator will review the facts listed in the tutor feedback forms.
FEEDBACK FORMS
(See Appendix D and I)

You MUST complete feedback forms at the completion of each session. These forms will be provided to you digitally and should be submitted to the monitor at the front desk in the lobby after each session. Please be detailed and succinct in your feedback. Feedback forms need to be written for a “professional” audience as they will be read by academic staff members. These forms will be used to proactively address potential academic concerns and to share student academic progress with the academic counselors. Feedback forms are also used to give the Tutor Coordinator a brief glimpse into how you ran your session.

Some key points to pay attention to with tutor feedback forms:

- One of the most important parts of the feedback form is: “how well is the student mastering content”. This allows for the counselors to have an idea of how the student is doing and if they need to prepare more for this course. A tutor’s role in identifying the student’s mastery can be crucial to a counselor in proactively approaching a course.
- Outline goals for each session that the student wanted to accomplish. “Student came in wanting to review and discuss the article on Abraham Lincoln.”
- Since the student will be doing all the work and NOT the tutor, it should be described as “Joe developed his introduction to his paper” NOT “we developed his introduction.”
- Be specific! “Joe created notes about income statements, profit margins, and inventory schedules” instead of “Joe created notes for his accounting class”.
- Also include any details that you’ve instructed the student to work on outside of the session, or information that would be helpful for the counselor to be aware of. “Joe is starting to understand voting theory. He should be completing the final 5 problems in the book at home just to practice the word problems.”
- Although we want details, we still want clear and concise information.
- Note if the student comes unprepared or without notes, books, computer, course materials, etc. The session will still be conducted despite the student’s lack of preparation. In these situations, tutors will be required to be a little more creative in how to get the student to pull these, or review information.
- Note if the student repeatedly uses his/her personal devices for needs unrelated to the coursework.
- Note any infractions and reasoning for infractions. If the student was present at the session, then you must inform the student of the reasons for their infraction.

SAMPLE FEEDBACK FORM:

Tutor Feedback Form

Subject: SS  Catalog:  Section:  Room: S

Student ID:  Tutor ID: 72000723  SHELLI LYNCH
Tutor Name: SHELLI LYNCH

Date: 02/10/2016

Did your students do the following?

Arrive On Time? within the first 5 minutes allowed:  Yes  

Bring all necessary books and materials?:  Yes  

Session Goals:

Topic Discussed:

How well the student mastering content? Additional Comments:

(5) sessions for 2016-17; want to work on; the main things I need to work on.

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**PAYROLL/TIMESHEETS**

1. All time worked is recorded through a time information management system referred to as TIMS.

2. Pay rate is established on an hourly basis. No additional pay is granted for simultaneously tutoring multiple students during a given time period. No additional pay is granted for preparation time outside of your scheduled hours unless the Tutor Coordinator has requested your services for a special assignment. No hours will be paid for unauthorized unscheduled sessions.

3. All time for tutoring must be stamped in and out in TIMS. Your times should be consistent with your official tutor schedule and with the Feedback Forms for that pay period; any irregularities in times should be communicated or they will not be honored.

4. Timing in and Out when Cancellations Occur - Depending on the time of the session cancellation, tutors may be asked to come in an hour later or clock-out an hour earlier. If the session in the middle of the shift is cancelled, tutors are not required to time out unless he/she chooses to leave the Academic Center to take a break for that cancelled hour.

5. Approval—once you APPROVE your time card, the process is complete and NO changes can be made!! Do this at the end of your last shift for the pay period, AFTER you have verified that all the times listed are correct. Failure to do this may result in an error in your paycheck. All time cards should be approved by **NOON on FRIDAY** of the pay period only if you don’t work on Sundays. **IF YOU WORK ON SUNDAY, you must approve your timesheet by 10pm on SUNDAY.** If you do not approve your timecard, you will only be paid for the hours logged and no corrections can be made.

6. **Paychecks will be issued only on a Direct Deposit basis** two weeks following the day time sheets were submitted.

7. If you run into an issue or problem with your timecard, please email ASPSAtutoring@unc.edu. Be sure to include the date, time logged in, time logged out, and what the issue was.

8. You can use the computers in the Academic Center, download TIMS onto your own computer, or log-on from anywhere using https://unctim.unc.edu/employee. **Remember, if you log-in at unauthorized times outside of your normal tutoring hours, this is considered falsifying your timesheet and your position may be terminated.**
TIMS Walkthrough
1. Log-in to TIMS using your Onyen ID and password. Remember, all passwords will expire every 90 days. To reset your password, go to: https://onyen.unc.edu.

2. To stamp in and stamp out, click the button “Record Time Stamp”. If you have more than one position at UNC, remember to select the “Transfers” drop-down and be sure to choose the appropriate position. You will need to do this each time for all positions you hold ONLY when you stamp in. Do not repeat this process when stamping out. Remember to log off after stamping, unless you want to check your current timecard. Please do NOT stamp in more than 10 minutes before your session! Your time will be adjusted if you do so!
3. Remind yourself to check your timecard after each log-in and take responsibility for the accuracy of your timecard in order to be compensated appropriately for your work. Missed punches will appear in red. Your time card for the current two-week pay period should be visible upon login as seen below. To approve your time card at the end of the pay period, click the drop-down arrow above “Approve Timecard” and then select “Approve Timecard”.

![My Timecard](image)
RESOURCES

TOOLS FOR THE TUTOR SESSION

Course Syllabus

- Review the syllabus with the student to identify requirements of the course, test dates, and assignment deadlines. Refer to the syllabus regularly throughout the semester. Know when your students’ assignments are due and challenge them to stay on schedule.
- Discuss use of tutoring surrounding these dates for test readiness, emphasizing that last-minute tutor sessions are useful only for cursory review.

Class Notes, Class Power Points, Resources on Sakai, Tests, and Homework Assignments

- Review notes, class power points, old tests, and homework with the student to pinpoint the student’s strengths and weaknesses in the course.
- Assist the student in effective note taking strategies.
- Help them use note cards effectively
- Help them learn effective listening skills
- Review incorrect and correct answers from old tests or homework assignments.
- Review Sakai for provided resources, practices exercises, assignment prompts, announcements from professors, etc. (Tutors may not access a student’s Sakai site without the student’s permission nor should they ever request to have access to a student’s ONYEN and Password for access to Sakai.)
- Review, quiz, and assess the students’ mastery of the course material.
- Online resource for study strategies at http://learningcenter.unc.edu/handouts

Textbook

- Help the student to read actively.
- Analyze a section of the text with the student, asking him/her to look for major themes.
- Try the different strategies of reading texts
- Reading strategy resources are also found at https://learningcenter.unc.edu/tips-and-tools/

Copyright Laws for Resources

Tutors are encouraged to find study strategy tools and resources to use during their tutoring sessions. All resource findings should be shared with the tutorial staff who will evaluate the material against copyright regulations and appropriate terms of use identified by the company who produced the website/documents/handouts. Once approved, these resources can be shared and distributed for use throughout the tutorial program.
GUIDING PRINCIPLES FOR WORKING WITH STUDENTS

- Academic integrity is one of the highest principles to follow.
- Promote ACTIVE LEARNING!
- Utilize reflective practices in order to improve each tutor session.
- Encourage growth in the process. Although grades and scores are the outcomes they see, development in HOW they study and the amount of work they put in are equally, if not more, important.
- Emphasize the importance of student involvement in the learning process: advance preparation, effective note taking, active listening, and class participation.
- Engage the student in the discussion of material and explanation of problems. Your goal is to guide rather than teach, show rather than tell, and question rather than lecture. Have the student explain what they understand from the material, and ask the proper questions for them to gain depth from it.
- Listen actively to the student—what he/she is saying and how he/she is saying it. Follow the student’s pace, slowing down if necessary. Observe how the student approaches a problem; this pinpoints where you need to begin with the student.
- Ask open-ended questions about the topics/concepts that elicit conversation.
- When a student does not present their goals for the session, take initiative and control the agenda according to the course syllabus.
- Be supportive of students, especially those who appear lost or frustrated.
- Reinforce positive academic behavior; give reassurance for efforts and improvements made.
- If you are confronted with a problem that is more emotional than academic in nature, inform the academic counselor for that student’s sport.

ACTUAL SCENARIOS AND SOME WAYS TO IMPROVE HOW WE ADDRESS THEM

Scenario 1: The students show up to the tutoring session entirely unprepared. They have not read all of the reading assignments for their class and tell you they want to read those to prepare for class.

Ineffective Strategies: You read the article aloud or let the students read silently or you summarize the article for the students.

Better Strategies: Preview the reading with the students. Have the students make notes of the subheadings and main ideas. Take some time to build their prior knowledge on the topic they are going to read about. Use 3-5 minute sections to have the students read, then summarize to you what it was about and discuss how it may tie into what you’ve been discussing together for the class. Encourage note-taking during reading, finding, and understanding key terms and main ideas.

Reasoning: We want tutors to be utilized. Your knowledge is not used if you are only reading or listening to a student read. Although the student may read less because you continue to interrupt and force the student to discuss – the interaction is the purpose of the tutoring session, and we want you to utilize your experience and expertise to help the student learn more effectively.

Scenario 2: The students show up to your session and mention that they have already finished all of their work and don’t have any assignments to work on for that session, or they just took a test and do not have anything to go over.

Ineffective Strategies: You have the students show you some of the work they’ve accomplished, then they work on their own through the rest of the session (or you even excuse the student).

Better Strategies: Go through the syllabus and create a plan or start looking at the next chapter. Explore and discuss what is coming up in the class. Review the material that the student should know. Discuss with the student cancellation policies and what the student should do in the future if they are in a similar situation.

Reasoning: Again, we want our tutors to be utilized. Having them work on other things, or excusing them doesn’t help the student, nor does it make your job as a tutor effective. We want to build great habits for the students, and tutors should never excuse the students. If the student truly doesn’t need the session, they should have communicated that information to their counselor and followed the appropriate protocol to cancel the
session. Getting ahead in a class is never a bad thing. With the amount of requirements that our student-athletes have, by getting ahead they have the opportunity of never “falling behind” because of travel or competition. Although this time can possibly be better used by the students for other courses, students have every opportunity to cancel and work it through with their counselors.

Scenario 3: There is a test coming up on the students’ schedule, but they aren’t certain what to study because the professor has not yet distributed a practice test or study guide.

Ineffective Strategies: You instruct the students to just study online flashcards based that were created by random students in past semesters of the same class or to just read over the material.

Better Strategies: You show the students how to create their own online flashcards based off of topics and materials that they have struggled with in previous sections. Encourage the student to use the textbook, class notes, as well as any previous tests and power point slides that they have. Guide the students in how to create their own study guide.

Reasoning: We want the students to begin to develop the skills and processes they will need to be able to do these things on their own! We are encouraging them to build habits and train themselves on how to problem solve and find a solution, instead of waiting for someone (the professor) to provide them with one. With these strategies, they can even apply it to other courses, instead of just the one course you’re tutoring that student in.
INITIAL MEETING

Some Things to Cover in Your First Meeting:

Course Syllabus
- Explain your role – this is a good way to connect. The student will want to know how you can help them. Set your boundaries with them at this time. Set your expectations. Let them know what you expect of them and what they can expect of you.
- The student is probably going to wonder why they have to meet with you. Explain how their academic performance is extremely important. These sessions offer extra help to get them acclimated to what it takes to be a student at UNC.
- Review the syllabus to identify requirements of the course, test dates, and assignment deadlines.
- GRADED ASSIGNMENTS – Explain that graded homework/assignments may not be completed during the tutor session unless authorization from the professor is available in writing on the syllabus or via email from the instructor, etc.
- With syllabi, note which days will be missed due to competition. Encourage them to speak with professors about these absences IN ADVANCE!
- Discuss use of tutoring surrounding these dates for test readiness, emphasizing that last-minute tutor sessions are useful only for cursory review.
- REQUIRE student to bring all syllabi, planning devices, and class materials to each meeting. This is ESSENTIAL! You can help them learn to organize these materials and remain organized throughout the semester.
- Make sure your student has an understanding of: what their professors’ names are, grading system, when assignments are due, absence policy, late work policy, etc.

Get to Know One Another
- Where is your student from? Ask them to tell you about their family.
- What position does your student play? How is practice going?
- What does your student feel is their hardest class? Why? Easiest? Why?
- What was high school like for your student? How is it alike/different from college?
- How is your student handling their sport and school? What do they feel are the challenges? How are they handling those challenges so far?
- See what kind of organizational/time management tools your student is using. Can this be improved? Give suggestions.
- Inform him/her of your scheduled meeting times.

REGULAR MEETINGS

Promote time management
- One of the best skills you can teach a student-athlete is to anticipate, a valuable life skill that they can apply across the academic, athletic, and social aspects of their life (Martin, 1991). So often for this age group, small, inconsequential tasks are not factored into the overall time commitment plan for the day: anticipate that you need to go get groceries, get a ride to practice or campus, or take your computer to ITS. Not fulfilling your responsibilities due to unplanned events is not an excuse that a coach or professor will accept.
- One of the biggest struggles with freshmen student-athletes is understanding that tutoring is not the only time in a day to work on coursework. Don’t be afraid to have the student to look for holes in their schedule that can be utilized to get work done.

Promote class responsibility
- Encourage and motivate your student to strive for improvement and excellence, always! Distractibility is a plight of many of our student-athletes – talk through together the importance of sitting up front, away from friends, and avoiding distractions on the Internet.
Promote accountability
- Encourage and foster the student’s ownership in their work and work ethic. The way they approach their assignments speaks volumes to how they will get it done and when they will get it done.

Promote professor communication
- Learning the importance of establishing a relationship with professors may take time with your student. Rehearse the meeting – describe what the office may look like, talk about what the student’s goals might be in going to see a professor, and brainstorm questions that the student would like to discuss. Don’t forget to talk through what to do if the discussion does not go according to plan. As their tutor, you are modeling resilience!

Promote organization
- Encourage your student to organize their notebook, clean out their backpack, and file away any loose papers. Keeping the clutter to a minimum will help them reduce distraction, and focus.

Promote academic work daily
- One of the best academic habits you can instill in the student you are working with is to review class notes and reading every day. Ease the transition by starting with a focused activity rather than a time limit.
- Many underprepared students prefer to put off what they anticipate will be hard or discouraging work. Discourage procrastination! Hands-on activities such as review games are a great way to ‘sneak in’ the learning.
- Be active and engage your student by using critical thinking skills. Give them different paths to obtain knowledge. Be willing to pass them the marker and have them get up at the board and explain or walk through ideas with you.

Promote communication
- Follow the student’s pace, slowing down if necessary. Reinforce positive academic behavior; give reassurance for efforts and improvements made.
- If a student seems reluctant to follow through with your suggestion, find ways to reframe the task or question.

Assisting with Writing a Paper – Do’s and Don’ts

Subject tutors should read student-athletes’ papers for content. Structural instruction of all papers on any subject should be conducted by writing tutors or Learning Specialists. In many situations, subject tutors may want to point out that they notice structural issues and that the student may consider going to a drop-in writing tutor for help.

I. How to begin without an idea
   A large portion of a paper is what you do before you write.
   - Review the assignment together on the syllabus and the student should underline key points in the assignment in order to understand the prompt.
   - Talk to the student about the main idea of the prompt and ask what points they want to make.
   - Ask questions to help the student brainstorm until (s)he has developed an idea and an argument. Use concept maps to help the student visually see how things are connected and how they want to put them together.
   - Students should take their own notes during the brainstorming discussion rather than the tutor. Although the tutor may write on a separate sheet of paper or the white board (e.g. mapping, outlining), the tutor must keep the paper, and the student should leave with their own written copy of the notes from the session. Similarly, DO NOT allow the student to take a picture of the board or the separate page of paper unless the student completed the work on the board. Remember: if the tutor is helping with the mapping or outlining, it should be based off the STUDENT’S ideas, NOT the tutor’s ideas!

II. How to assist with research
   - A tutor may not check-out and/or provide library books or other research materials to the student for purposes of writing a paper. The tutor instead can lead the student to search for research materials from the library and then have the student go pick up those materials for additional resources to write a paper.
• A tutor can refer the student to a librarian who will be in Loudermilk two nights a week.
• A tutor may teach a student how to research a topic on the internet by helping them to come up with appropriate search words.
• A tutor may teach a student how to use resources and how to evaluate the articles (e.g. rather than simply using the first three on the list).
• Tutors can do this by modeling through examples of OTHER topics (so we aren’t providing for the student on their topic)
• A student must take their own notes on the research; however, a tutor may discuss the material with the student.
• A tutor may teach a student how to look beyond the internet for resources.
• A tutor may help a student determine if the source is reliable for the assignment by teaching them to think critically about sources and analyze the research.
• A tutor may recommend books and/or experts with whom to speak on the research topic.

III. How to Assist in the Writing Process
• Ask questions to ensure the student is structuring the paper with an outline the way they want.
• Teach a student how to skim the resource by having the student pull main ideas from the resource and have them summarize it into their own words.
• Have the students talk about what they want to say as they are writing. You can repeat to the student what you are hearing to make sure the student is explaining the ideas correctly and allows for you ensure that the students’ ideas are clear. A tutor should never write on a student’s paper during any stage of the paper.
• Have the student read what he/she has written out loud to see if it makes sense and to listen for mistakes. Remember, a tutor’s job is NOT to fix the mistakes but rather allow for the student to REALIZE when they have made an error.
• Teach them how to properly cite resources used within a paragraph. Don’t be afraid to direct them to other sources that do this (i.e: https://owl.english.purdue.edu/owl). Know the difference between the different citation types and what the student may need to know (MLA/APA/Chicago/etc).

IV. Proper Ways to Help a Student Proofread Their Paper
• A tutor should NEVER type, write, or mark on a student’s paper.
• Do not let a student drop off a paper for you to proofread. Your job is to HELP THE STUDENT proofread their own paper.
• Do not read papers from a student’s storage device or laptop; read only from hardcopy printouts.
• Do not accept papers from students via email. Should a student send you an email with a paper attached, do not reply. Instead forward the email to the academic counselor (and copy aspsatutoring@unc.edu) and notify them that the student asked for your help with his/her paper. The academic counselor will address the issue with the student.
• Review the structure of their paper to be sure that they have a good intro, thesis, body, and conclusion.
• Review their works cited, if necessary, according to the appropriate style manual or citation type.
• In parts of the paper that do not flow, ask the student to talk about what he/she meant to say.
• Have the student read the paper out loud and listen for mistakes.
RED FLAGS — SITUATIONS AND STRATEGIES

ISSUES OF MOTIVATION AND INJURY

We are working with myriad issues within our large pool of student-athletes: challenges such as lack of motivation, learning disabilities, deficient skills, or physical fatigue. When you see any red flags such as a drop in grades, productivity, or attitude, hit the ‘pause button’ and look to see if you can determine what is happening beneath the surface. Try to pass onto your student what has worked for you, or ask what worked for them in high school, or what works for them in their sport. Try to parlay their feedback into habits they can utilize in their academics now.

MOTIVATION: MID-SEMESTER BLUES AND REASSESSING AFTER DISAPPOINTMENT

By the time a student-athlete reaches the mid-semester, they are most often pretty wiped out, and this is especially true for first year students, to whom this level of commitment is significantly amped up from what they have been used to. In their high school they were the best-of-the-best, but in college, everyone is the best-of-the-best. Between practices, strength & conditioning, and weight lifting, even ‘out of season’ isn’t really a break for student-athletes. Physically, they are exhausted.

Mental exhaustion is harder to see, but in many ways can be even more debilitating. Student-athletes don’t really have vacations anymore because of their practice and game schedules, so although they may get slight breaks in their routine, they never truly get to ‘get away from it all’ the way the rest of us do. If your student hits a rough patch, they may begin to slide back into poor habits.

Let your student know you feel the same way as they do sometimes. No, you can’t know the pressures they face every day as a scholarship student-athlete, but neither can they fully understand what you face in your life unless you share some of yourself with them -- perhaps drawing parallels between your lives. At a minimum you are teaching them to look beyond themselves, but it also builds trust and understanding. When they feel more attached, they will work harder. Take on a mindset that you & your student are turning a new corner together: new outlook, new attitude, and new possibilities.

Change up your routine:

- Together, read over the disappointing test or paper. Does your student see what they need to do differently to improve their grade? What steps can they take to make that happen?

- Ask your student to tell you two things they do and do not like about tutoring and guided study, then brainstorm together on how to capitalize on the ‘likes.’ It may be something like “I can get my reading notes done.” Perhaps make a goal to work ahead so that there is less to do over the weekend.

- Give your student praise for accomplishments, big or small. For the student who came to session with their homework completed, let them know you appreciate their efforts and will let their academic counselor know. Even if they do not seem to care, it still matters to them on the inside.

- Have fun, stay firm, and find your own comfort zone. Tutoring is a uniquely wonderful position because you are combining aspects of your own personality with your love of teaching, and forming a personal relationship with a student who needs you. Be confident and mold the role to be your own.

INJURY AND RED SHIRTING

Injuries can be especially emotionally debilitating, and can bleed over into academics. No longer practicing or training, these students are now without their usual routine, with lots of time on their hands to worry about their future. They may feel separate from their friends, and worried about how the injury may affect their future plans.

For first year students who are red-shirting, they can feel especially pessimistic, as if they are being left behind. They came in as a group, have worked hard for months to become a successful unit, but are not allowed to follow through as a unit. This can feel like a frustrating game of hurry-up-and-wait. Perhaps their roommate has become the newest star on the team, or they are emotionally down after talking to their high school buddies at other schools, whose lives always seem greener. Add in a few bad grades, and you have one unhappy individual on your hands.
“Learning to navigate the physical as well as emotional and psychological journey that characterizes the response to and recover from injury can be quite challenging. Injuries are never predicted, always come at a ‘bad time’. Your tutoring relationship can prove to be a comforting place where your student-athlete feels they can give voice to their fears: Will I ever play again? Will I lose my scholarship? Will my team reject me? If I can’t go pro, what am I going to do for the rest of my life? You will not be able to answer those questions, but in many ways, your simple act of listening can go a long way toward the student sorting out their thoughts in their own mind.

This is one of those moments to try shaking up your routine a bit and getting the student to focus on the possibilities the future holds, rather than dwelling on the misery of the here and now. For a red-shirted freshman or an injured student-athlete who is missing the season, remind them how they are getting faster and stronger through rehabilitation and training throughout the year, and will be that much more valuable on the field next fall.

As far as their course work with you goes, talk about how this is actually a tremendous gift. As your student progresses toward graduation, the courses will grow steadily more difficult. They can actually turn this year to their advantage, both in the classroom and on the field. Use this time to focus solely on schoolwork. The reward will be a better foundation of knowledge and better grades.

**TIPS AND FAVORITE TUTORIAL MOMENTS FROM OUR TUTORS**

- It isn’t how much you know. It is how much they know you care.
- Maintain a professional relationship with the students; let them know that you have high expectations from the beginning and create an environment where they are accountable for the way they hold themselves.
- These students have a great deal of pressure on them. Remember to tell them how well they did when something goes well. Try to use a positive tone as much as possible.
- Never accept “I did it already” at face value; ask to see the evidence!
- Don’t create a situation where the students are becoming too needy or dependent upon you. You want them to be accountable for their work and feel a sense of accomplishment. This sense of accomplishment leads to both confidence in themselves and motivation for future assignments/success.
- Be flexible! Plans can change quickly. Some things may not work when trying to get the idea across. Be willing to adjust and try different things to get the info to the students.
- Always ask ‘why’. Don’t just ask, “Does that make sense? Do you understand?” They can tell you ‘yes’ without having a clue why. Always, always, always ask ‘why’, but also always be willing to take the time (and by time, sometimes it takes several minutes) to let them formulate and talk out their explanations until they come to whatever conclusion they reach themselves. You may have to prompt them a little by repeating something they just said and letting them finish or rephrase the thought, but make them explain it to you. BE PATIENT!
- Break down assignments in multiple ways to ensure that each individual student understands what they have to do (i.e. on the board, on their calendar, and/or in their notes). Don’t just tell them that we expect them to be organized; actually hold them accountable by checking their assigns/folders daily before they leave.
- Never forget to be straight with the students. There’s no need to sugarcoat things. Due dates are due dates, and stuff has to get done. That’s just the way it is.
- Celebrate Achievements! Praise their hard work, regardless of grade outcomes. Emphasis should be on the process, not only the end results.
- When you sense that your students need a break and are losing attention to what they’re doing, adjust their attention with a new task or mini-review game to take a break and then come back.

---

I felt as if my entire identity had been pulled out from under me. Who was I if I was not working hard physically and mentally everyday to accomplish something that was as natural to me as breathing? For years the sports medicine people in my life had been telling me to push through the pain, and I had become very good at that. Now, during rehabilitation, they were telling me to do the exact opposite. To stop when I felt pain, as they were telling me I had to, felt wrong, almost dishonorable. No one around me, not my teammates or my family, could understand how ‘at sea without an anchor’ I felt. The only way I could describe it would be to ask them to imagine being an artist who lost use of their eyes. ‘Who would they think they were if they weren’t an artist?’

From interview with Amy Vitt, UNC 1989-93, US National Field Hockey Team ‘93-'02, on her career ending knee injury
• Interact with your student-athletes. Many have interesting stories, and are generally fun to work with. When you are able to build a good rapport with students, they are more willing to listen and follow your directions.
• Give real world examples of the relevance of the material they are learning.
• See how each student thinks about the course work and have them explain it to you.
• Help students learn strategies for improving their work independently.
• One of the greatest things about tutoring is seeing the students have the lightbulb click with understanding.

"Algebra class will be important to you later in life because there's going to be a test six weeks from now."
STRATEGIES AND SKILL DEVELOPMENT

READING TEXTBOOKS
The Hill Center Reading Program, 2009

For struggling students, reading textbooks can be intimidating, frustrating, and even exhausting. While students with learning disability accommodations from the University may use recorded textbooks, taking turns reading aloud short sections of the assignment can be a useful tool. Follow through by reviewing the passages aloud. Use this discussion as a jumping off point for the student to take notes using an outline format or story map.

TEST TAKING
The following tips are adapted from Fry (2000), Ellis (2007), and Harwell (2008).

- Create an organized study plan that includes daily 10-15 minute reviews of each subject, followed by one hour weekly reviews. For the final, plan on a comprehensive review of 2-5 hours, including breaks.

- Prepare physically, mentally, and emotionally to reduce test anxiety and improve performance. Your student has worked so hard all semester; now is his/her time to make a strong showing and push through the finish line! Encourage them to use the study strategies you have worked on, get enough sleep and good food, and take confidence in all that they have achieved thus far. Let them know that test anxiety is normal, but help them relate it to the anxiety they may feel before a game. Associate turning the anxiety they may feel into a desire to beat the opponent (the exam), use their training (their work with you to improve their abilities), and prove they can be successful (high score). Take the time to praise their achievement and hard work.

IMPROVING MEMORY
Adapted from Fry (2000), Harwell (2008), and The Hill Center (2009), below are strategies for helping students improve their memory and retention of course concepts.

**Acronyms:** AAA (Automobile Association of America)

**Acrostics:** ROYGBIV (the order of the colors in a rainbow: red, orange, yellow, green, etc.)

**Chaining:** Create a story or images where each word you need to remember is linked to the next word you need.

**Chunking:** Group facts together.

**Image-Name Technique:** Shirley Temple - her curly (rhymes with “Shirley”) hair around her temples

**Key Word Method:** For foreign language – associate an English word that sounds like the foreign word.

**Mnemonics:** Encode difficult-to-remember information in a way that is much easier to remember.

**Rehearsal:** Write or recite the material repeatedly.
GUIDELINES FOR WORKING WITH STUDENTS WITH LEARNING DISABILITIES

The Academic Support Program works with students with learning disabilities. Below are the guidelines within which the tutoring staff is expected to work with these students.

1. NEVER ask if a student has a learning disability or if he/she qualifies for accommodations. This information should be discussed only if volunteered by the student. At that point, please encourage the student to utilize any accommodations for which the student qualifies but make sure all conversation is initiated by the student.

2. If a student asks questions about accommodations for students with learning disabilities, refer him/her to his/her counselor or a learning specialist on staff. Since these procedures can and do change, we want to insure that the student receives the most accurate information from the proper resource.

3. Staff learning specialists keep detailed records on each student with a learning disability – these records are confidential. For that reason, the tutoring staff is never to be in possession of specific information related to a student’s disability or disability status unless permission has been granted by the student; this pertains to either hard copy or electronically relayed paperwork.

4. Communication with instructors is limited to students only. At no time should a tutor communicate with an instructor on a student’s behalf. This type of communication includes anything about a student’s disability status or accommodations.

5. To reiterate, any conversation regarding a student’s learning disability should originate from the student. It is never appropriate for a member of the tutoring staff to initiate such a conversation. It is helpful, however, to bring concerns about a student to the attention of the student’s academic counselor or one of the staff learning specialists. Communication within the staff about these matters is encouraged and appreciated.

6. Should you have any questions about these guidelines or learning disabilities in general, contact Scott Maxwell at smaxwell@unc.edu.

Information on this page was inspired and derived from the 2010-11 Cavalier Academic Support Team Orientation Manual
USEFUL WEBSITES

Computer problems: its.unc.edu
Eduroam: wifi.unc.edu
Connect Carolina: connectcarolina.unc.edu
Email: heemail.unc.edu
ONYEN and Password: onyen.unc.edu
Sakai: sakai.unc.edu

Demonstration videos and handouts on learning strategies: learningcenter.unc.edu
Demonstration videos and handouts on the writing process: writingcenter.unc.edu

USEFUL BOOKS

Appendix A: Academic Honesty & Confidentiality Agreement

Academic Honesty and Confidentiality Agreement
Academic Support Program for Student-Athletes
University of North Carolina

Tutoring sessions are meant to be learning experiences. Tutors are encouraged to discuss course content with students in an effort to ensure that they understand and appreciate the material.

Tutors are not to do work for students or provide unauthorized assistance. Examples of academic fraud, unacceptable tutoring practices and extra benefits include but are not limited to:

- writing or altering a paper for a student-athlete
- completing assignments for the student-athlete
- taking exams for the student-athlete
- any practice that presents the tutor’s work as the student’s
- conducting research for the student-athlete

Tutors may be exposed to sensitive and confidential student information through their position, including, but not limited to academic abilities, academic progress and eligibility, grades, injuries, status on the team, and any other personal information that a student may share. This information is deemed confidential whether it exists in writing or is the result of conversations with the student and may not be shared with anyone other than appropriate full-time ASPSA staff members.

By signing below, I affirm that I have received training regarding NCAA and UNC academic assistance policies and regulations, specifically academic fraud, extra benefits, etc. I also recognize that my position may expose me to sensitive and confidential information, and I agree not to discuss any such matters with anyone outside of ASPSA. I fully understand my role as an institutional staff member, and I will adhere to all NCAA, UNC and Academic Support Program policies. Further, I affirm that a violation of this agreement and the policies herein may result in my employment termination.

______________________________
Print Name

______________________________
Signature

______________________________
Date
Appendix B: Student Tutor Usage Agreement

Student Tutor Usage Agreement

Students are responsible for their individual tutorial schedules and for maintaining an environment of academic integrity by which all students and tutors should adhere to the expectations outlined below:

Tutor Session Expectations
- **Be on time** for all appointments.
- **Be prepared** for each tutoring session.
  - Bring the necessary materials including computer, textbook, notes, review sheets, syllabus, etc.
  - Attempt to complete homework and reading assignments independently prior to the session.
  - Put away any personal devices and take care of any personal concerns before the session.
- **Be productive, engaged, and respectful** during the appointment.
- **Support the principles of academic integrity** according to the UNC-Chapel Hill Honor Code and refrain from all forms of academic dishonesty.
- **Understand the role of the tutor** is to help answer questions, quiz the student, review the material, and help guide the student to gain a better understanding of the course material. Tutors may assist the student with finding the tools and strategies needed to master the subject. Tutors may assist in having the student proofread papers, but it must always be the student completing the work.
- **Understand that tutors are not here** to do the work for the students, re-teach a lecture, give answers to assignments, complete assignments, and write or edit student papers. Tutors MAY NOT write on, circle errors, or suggest ideas or specific changes to any papers. There will be NO EDITING by the tutors.
- **Tutors may not be in the room with any student taking an online or take-home quiz/test.**
- **There may be NO communication** outside of the tutorial session between tutors and students including additional sessions outside of the Academic Center, social media, text, email, phone calls, etc.

Tutorial Appointments
- All appointments are requested by the academic counselors. If a student decides that (s)he needs a tutor, the student should have a conversation with their counselor about requesting a tutor.
- Tutor appointments are scheduled for 50 minutes.
- If the tutor is not in the room after 10 minutes, the student should inquire with the monitor for assistance. Monitors will find a supervised study area for the student to study.

Appointment Cancellations
The student is ultimately responsible for making sure cancellations are communicated properly. **Appointments should not be cancelled beyond special circumstances.**

- Students may not cancel or reschedule an appointment directly with the tutor.
  - Anytime the student is scheduled to be absent for any reason other than reasons covered by the academic counselor, (s)he should communicate the cancellation by following the cancellation procedures listed below. **Academic Counselors will submit cancellations on behalf of the student for team travel, competition, and Carolina Navigate (DOES NOT include other parts of Leadership Academy).**
- For Appointments 5pm or later - Appointments must be cancelled no later than 2pm that day.
- For Appointments before 5pm - Appointments must be cancelled no later than 2pm the previous day.
- For all Sunday Appointments as well as Monday Appointments before 5pm - Appointments must be cancelled no later than 2pm on Friday.
- In order to cancel an appointment, students must send an email to ASPSATutoring@unc.edu AND copy their academic counselor.
- All cancellations outside of team travel and competition must be approved through the student's academic counselor BEFORE being emailed to the tutorial staff.
- Cancellation emails should include the date, time, subject, tutor name, and reason for cancellation.
- Any cancellations outside the aforementioned policy may be recorded by the tutor as an academic infraction.
Appendix B Continued

No-Shows
When a student does not show up for a 1-on-1 session, the tutor will:
- Wait 5 minutes, report the student with an infraction on the tutor feedback form, and notify the monitor in the lobby for assistance.
- Return to the scheduled room to prepare for the next session, or help any other students in need of assistance.
When a student does not show up for a group tutorial session or guided study group, the tutor will:
- Work with the students who are present, and should not wait the 5 minutes to begin the session.
- Report the student with an infraction on the tutor feedback form.

Academic Infractions
All of the following (but not limited to) are academic infractions that will be reported by the tutor:
- Student does not show up for a session without following proper cancellation protocol.
- Student arrives more than 5 minutes late to a session. The session will continue, but the student will be informed by the tutor as receiving an infraction for being late.
- Any behavioral issues that warrant a dismissal from the session will automatically count as an infraction and will require a meeting with the coach, academic counselor, associate director, and tutorial coordinator. All academic services may be suspended until this meeting is HELD.

Academic Infraction Policy
All infractions will be recorded cumulatively for the semester (not by individual class). Students who have a history of infractions may lose their tutoring privileges. Students, their coaches, and their academic counselor will be notified of each documented academic infraction via email.
- With 5th infraction, all tutorial services may be suspended until a mandatory meeting with the student, position coach, academic counselor, and associate director of academic support, and tutorial coordinator has been HELD.
- With 10th infraction, all tutorial services may be suspended until a mandatory meeting with the student, head coach, academic counselor, associate director of academic support, director of academic support, and tutorial coordinator has been HELD.

Appeals Policy
If a student believes a recorded infraction is not accurate, (s)he has 5 business days from the date of the email to appeal in writing to the Tutorial Coordinator (see Appeal form). The appeal form must be signed and approved by the Head Coach before being presented to the Tutorial Coordinator. The appeal must state all pertinent facts and provide any proof to support the student's position.
Appendix C: Academic Infraction Appeal Form

TUTORIAL ASSISTANCE POLICY

Academic Infraction Appeal Form

Name: __________________________ Sport: ____________
Semester/Year: __________ Course Name: ______________
Date of Appointment: __________ Official Start Time of the Appointment: __________
Reason for Academic Infraction: __________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

I attest that the statement above is truthful and honest. I understand that I am responsible for my own actions. I understand that this is an appeal and all information will be formally reviewed in a fair manner. I understand that appeals are not guaranteed to be approved and denials are final and cannot be appealed again. I understand that my Head Coach must first agree to my submission of the appeal before I submit this appeal to the ASPSA.

Student-Athlete Signature __________________________ Date __________
Head Coach Signature __________________________ Date __________
Academic Counselor __________________________ Date __________

Tutor Coordinator Notes: __________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Tutor Coordinator Signature __________________________ Date __________
Associate Director Signature __________________________ Date __________

Appeal Approved __________ Appeal Denied __________

_____ Student-Athlete Initials

According to the penalty structure and the decision of the appeal, I understand I now stand at: __________________________
Appendix D: Drop-In Feedback Form

Tutor Feedback Form

Subject:  
Catalog:  
Section:  
Room:  

Student PID:  
Tutor PID:  
Counselor PID:  

Time:  
Date:  

Did your students do the following?
Arrive On time? (within the first 5 minutes allocated):  
Bring all necessary books and materials?:  

Session Goals:

Topics Discussed:

How well the student mastering content/Additional Comments:
# Appendix E: Academic Calendar

## Academic Calendar – The University of North Carolina at Chapel Hill

For all official registration, add/drop, and exam schedules:  [http://震颤で<br>沉淀...](http://震颤で<br>沉淀...)

### The University of North Carolina

**At Chapel Hill**

**June 2017**

**Memo:** Deans Directors Department Chairs All University Employees

**From:** Carol Folt, Chancellor

**RE:** Academic Calendars 2017-2018 and 2018-2019

I have approved these calendars proposed by the Academic Calendar Committee.

The faculty are encouraged to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays. The website below is provided to assist faculty in identifying holidays.


Some Summer School courses are offered on a different calendar. A list of longer and shorter courses with different current and ending dates is included in the Summer Session Directory of Classes.

**N.B.** All Deans, Directors, and Department Heads are asked to post copies of this memorandum on their bulletin boards.

### Copy to:

The University Gazette

The Daily Tar Heel

Carolina Week

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td>Residence Hall Open</td>
<td>Sat. Aug. 19</td>
<td>Sat. Aug. 18</td>
</tr>
<tr>
<td>Summer Reading Program</td>
<td>Mon. Aug. 21</td>
<td>Mon. Aug. 20</td>
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<tr>
<td>Classes Begin for All Students</td>
<td>Tue. Aug. 22</td>
<td>Tue. Aug. 21</td>
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<tr>
<td>Last Day for Late Registration</td>
<td>Mon. Aug. 21</td>
<td>Mon. Aug. 27</td>
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<tr>
<td>Labor Day</td>
<td>Mon. Sep. 4</td>
<td>Mon. Sep. 3</td>
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<tr>
<td>University Day</td>
<td>Thu. Oct. 12</td>
<td>Class canceled during ceremony 9:30 AM until 12:30 PM</td>
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<tr>
<td>Classes resume</td>
<td>Mon. Nov. 20</td>
<td>Mon. Nov. 22</td>
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<td>Thanksgiving Recess</td>
<td>Wed. Nov. 25</td>
<td>Wed. Nov. 21</td>
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<td>Classes resume</td>
<td>Mon. Nov. 27</td>
<td>Mon. Nov. 26</td>
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<td>Classes End</td>
<td>Wed. Dec. 6</td>
<td>Wed. Dec. 5</td>
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<tr>
<td>Reading Days</td>
<td>Thu. Dec. 7</td>
<td>Thu. Dec. 6</td>
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<tr>
<td>Fall Commencement</td>
<td>Sat. Dec. 17</td>
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### Spring Semester 2017-2018

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<tr>
<td>Residence Hall Open</td>
<td>Tue. Jan. 9</td>
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<td>Last Day for Late Registration</td>
<td>Wed. Jan. 17</td>
<td>Tue. Jan. 15</td>
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<tr>
<td>Dr. Martin Luther King, Jr. Day</td>
<td>Mon. Jan. 15</td>
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<td>Classes resume</td>
<td>Mon. Mar. 20</td>
<td>Mon. Mar. 18</td>
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<td>Full Break begins</td>
<td>Fri. Mar. 9</td>
<td>Fri. Mar. 8</td>
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<tr>
<td>Classes resume</td>
<td>Mon. Mar. 15</td>
<td>Mon. Mar. 15</td>
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<td>Holiday</td>
<td>Fri. Mar. 29</td>
<td>Fri. Apr. 19</td>
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<td>Classes End</td>
<td>Fri. Apr. 27</td>
<td>Fri. Apr. 16</td>
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<td>Reading Days</td>
<td>Wed. May 2</td>
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<td>Exam Days</td>
<td>Sat. May 5</td>
<td>Sat. May 4</td>
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<td>Exam Days</td>
<td>Apr. 16, May 7, 8 (M, T, W, F, M, Th, F)</td>
<td>Apr. 16, May 7, 8 (M, T, W, F, M, Th, F)</td>
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<td>Spring Commencement</td>
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<td>Sun. May 12</td>
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### Summer Session I (SSD)

SSD: May 2017-2018

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<tr>
<td>Last Day for Late Registration SSD</td>
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<td>Wed. May 15</td>
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<tr>
<td>Memorial Day</td>
<td>May 25</td>
<td>May 27</td>
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<tr>
<td>Classes End/Exams SSD</td>
<td>Mon. July 1</td>
<td>Mon. July 1</td>
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<tr>
<td>Exam Days</td>
<td>Mon. June 11</td>
<td>Mon. June 17</td>
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<tr>
<td>Reading Day SSD</td>
<td>Tue. June 19</td>
<td>Tue. June 18</td>
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<tr>
<td>Exam Days SSD</td>
<td>June 20, 21</td>
<td>June 19, 20</td>
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### Summer Session II (SSD)

SSD: July 2017-2018

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<td>Mon. June 21</td>
<td>Mon. June 24</td>
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<tr>
<td>Last Day for Late Registration</td>
<td>Thu. July 26</td>
<td>Thu. July 25</td>
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<tr>
<td>Fourth of July</td>
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<td>No Class, Holiday</td>
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<td>Classes End</td>
<td>Thu. July 26</td>
<td>Thu. July 25</td>
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<tr>
<td>Reading Day</td>
<td>Fri. July 27</td>
<td>Fri. July 26</td>
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<tr>
<td>Exam Days</td>
<td>July 20, July 21</td>
<td>July 29, 30 (M, T)</td>
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Tutor Manual Page 36
Appendix F: Academic Honesty

Academic Honesty Testimonial
Academic Support Program for Student-Athletes

The Academic Support Program for Student-Athletes (ASPSA) thanks you for your investment in our program and student-athletes. Your work is an invaluable part of one of our most important academic support services offered. In accordance with ACC requests, and in efforts to remain compliant with NCAA regulations, please complete this testimonial in order to complete your service for this semester.

Academic Honesty
Academic integrity must be maintained by all staff members. As stated in the Tutor Manual, Academic Honesty Policy, and the UNC Honor Code, the following are examples of fraudulent academic activity and violations of the ASPSA policies:

- writing or altering a paper for a student-athlete
- completing assignments for a student-athlete
- taking exams for a student-athlete
- any practice that presents the tutor’s work as the student’s
- conducting research for a student-athlete
- email correspondence regarding a student-athlete’s paper or written work

This list is not all-inclusive, but provides concrete examples of impermissible academic activities. Please initial the statement below if you can attest to its content.

I attest to the fact that I neither committed nor witnessed any academically fraudulent behavior according to NCAA regulations and UNC academic assistance policies and regulations. ______ (Initial)

NCAA Compliance
As a tutor, you are considered an institutional staff member of the ASPSA and are required to comply with NCAA rules. As stated in the Tutor Manual and discussed during your initial tutor training, the following are examples of NCAA violations:

- providing extra benefits to student-athletes including, but not limited to
  - paying for a student-athlete’s expenses (parking tickets, travel, lodging, etc.)
  - providing food, meals, school supplies, etc.
  - providing use of a vehicle or cellular phone
  - providing a loan of any value (there is no maximum amount that is permissible)
- gambling on any NCAA sponsored sport and its professional equivalent such as,
  - participating in NFL or college fantasy leagues in which an entry fee is required
  - participating in basketball bracket pools in which an entry fee is required

This list is not all-inclusive, but provides concrete examples of impermissible activities. Please initial the statement below if you can attest to its content.

I attest to the fact that I did not engage in NCAA violations and neither gave nor witnessed the giving of any extra benefit(s) according to NCAA regulations as stated in the NCAA Manual and training materials presented by the Academic Support Center staff and Athletics Compliance Office staff. ______ (Initial)
Appendix G: Academic Integrity Statement Form

ACADEMIC INTEGRITY STATEMENT ADDENDUM
Academic Support Program for Student-Athletes (ASPSA)

Your feedback helps us shape our program for the future, so your candid responses to the following questions are greatly appreciated.

1. Did you ever feel pressured by student-athletes to provide unethical academic assistance? If so, in what way?

2. Did you ever feel pressured by athletic department staff and/or ASPSA Staff to provide unethical academic assistance? If so, in what way?

3. Did you feel you were given adequate training on NCAA rules relating to academic integrity, extra benefits, gambling and other applicable legislation? If no, what would you like to see done differently?

4. Did you witness potential compromises of academic integrity during your time in the Academic Center? If so, describe the instance(s).

5. Were you able to bring your concerns to the academic support staff? If so, how were your concerns handled? Explain.

6. What type of interaction have you had with faculty regarding your students and their coursework?

7. Are you aware of any gambling behaviors among student-athletes? If so, what types of gambling?

8. Are you aware of any inappropriate “extra” benefits provided to student-athletes? If so, please discuss.
Worksop Schedule

AUGUST 27TH
OCTOBER 1ST
NOVEMBER 5TH

FEBRUARY 4TH
MARCH 4TH
APRIL 1ST

All workshops are held on the 3rd Floor/Concourse Club in the Loudermilk Center for Excellence. Workshops will always be on a Monday night beginning at 7:00PM until 8:00PM.
Appendix I: ASPSA Guide to Technology


2. DUO Verification: https://its.unc.edu/onyen-services/
   
   **2-Step Verification for Duo**

   Use this option to register or change a mobile phone, tablet, or landline phone to use with 2-step verification. Some systems require this extra layer of security, including parts of ConnectCarolina. You can choose one or more of these ways to verify:

   - Receive an alert called a "push" on an app (you'll need to install the app on a smartphone or tablet)
   - Receive a text message on a mobile phone
   - Receive a phone call on a landline phone

To see a brief video explaining the process or for step-by-step instructions, go to http://help.unc.edu/help/duo.

Click the Start Setup button to begin.
3. Connect Carolina: connectcarolina.unc.edu

Step 1: Log on to Connect Carolina
Step 2: DUO Activation

Authentication with Duo is required for the requested service.

- Send Me a Push
- Call Me
- Enter a Passcode

Remember me for 12 hours

Step 3: Connect Carolina Pathway to Feedback Forms/Schedule

Update Friday, 7/27, 4:00pm: The reported issue with InfoPorte permissions and missing data on the course bus has been resolved. Thank you for your patience.

Upcoming TIM Outage & System Update: A Time Information Management (TIM) outage a Friday, July 27. The system will be down from 6 p.m. Friday, July 27 until noon Sunday, July 29.

General Information
Firefox v58.1. There is a known cursor placement issue with Firefox v58.1 in the following environments: Windows 7, 8, or 10. If you use the Tab key after clicking OK for any error/warning pop-up message, the Tab key may follow all the portal links, etc. It is recommended that you use your mouse rather than the arrow keys instead.
Step 4: Tutor Schedule by Day

Tutor Feedback Form
Enter any information you have and click Search. Leave fields blank for a list of all values.

Search Criteria

- Student ID: begins with
- Term: begins with: 2189
- Appointment Schedule ID: begins with
- Name: begins with
- Tutor PID: begins with
- Start: begins with
- Catalog No: begins with
- Class Section: begins with
- Date: 08/21/2018
- Room Number: begins with
- Counselor PID: begins with

Case Sensitive

Search Results

<table>
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<th>Student ID</th>
<th>Term Name</th>
<th>Tutor PID</th>
<th>Sport</th>
<th>Subject Area</th>
<th>Catalog No.</th>
<th>Class Section</th>
<th>Room Number</th>
<th>Counselor PID</th>
<th>Time</th>
<th>Date</th>
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<td>WS</td>
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</table>

Step 5: Feedback Form

Tutor Feedback Form

Subject: G5
Catalog: 
Section: 
Room: 5

Student PID: [redacted]
Tutor PID: 720452716
Counselor PID: 730092013

Time: 7:00PM
Date: 08/21/2018

Did your students do the following?
- Arrive on time (within the first 5 minutes allocated):
- Bring all necessary books and materials:

Section Goals:

Topics Discussed:

How well did the student master the content? Additional Comments:

[Redacted text]

[Save] [Return to Search] [Previous in List] [Next in List] [Notify]