



Chad Bratzke
Student-Athlete
Academic Success
Center

Tutoring Program
Manual

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Eastern Kentucky University Equal Opportunity Statement

Eastern Kentucky University is an Equal Opportunity/Affirmative Action employer and educational institution and does not discriminate on the basis of age (40 and over), race, color, religion, sex, sexual orientation, disability, national origin, veteran status, or genetic information in the admission to, or participation in, any educational program or activity (e.g., athletics, academics and housing) which it conducts, or in any employment policy or practice. Any complaint arising by reason of alleged discrimination should be directed to the Office of Equity and Inclusion, Eastern Kentucky University, Jones Building 416 Richmond, Kentucky 40475, (859) 622-8020, or the U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC. 20202 1-800-421-3481 (V), 1-800-877-8339 (TDD).

The Office of Equity and Inclusion is charged with the University's compliance with Title IX of the Educational Amendments of 1972. Sexual harassment and sexual assault are forms of sex discrimination that are prohibited by Title IX and may include off campus conduct of such nature. The Office of Equity and Inclusion is charged with the University's compliance with Title IV and Title VII of the Civil Rights Act of 1964. Inquiries concerning compliance are coordinated through:

OFFICE OF EQUITY AND INCLUSION

Jones 416

521 Lancaster Avenue

Richmond, KY 40475

Phone: (859) 622-8020

Eastern Kentucky University

Veterans Statement

It is the policy of the University that there shall be no discrimination in employment, including recruitment, hiring, promotion, compensation and any other condition, or privilege of employment, on the basis of status as a disabled veteran, recently separated veteran (as defined by P.L. 107-288), veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized, or veteran who participated in a US military operation for which an Armed Force Services Medal was awarded pursuant to EO 12985, with regard to any position for which such individual may be qualified. This policy is intended to be in compliance with the University's obligation as a federal contractor under the Vietnam Era Veteran's Readjustment Assistance Act, specifically 38 USC Sec. 4212, and its implementing regulations, 41 CFR 60-250. Any complaint arising by reason of alleged discrimination shall be directed to: Office of Equity and Inclusion, Eastern Kentucky University, Jones Building 416, Richmond, Kentucky 40475-3102, (859) 622-8020.

Introduction

The Chad Bratzke Student-Athlete Academic Success Center serves all student-athletes as a comprehensive academic resource center. The Bratzke Center is designed to assist EKU's student-athletes in all facets of their academic pursuits. Our goal is for student-athletes at EKU to have a great athletic as well as academic experience and graduate with a set of marketable skills.

Bratzke Center's staff is dedicated to supporting academic, personal, and social development while emphasizing integrity. Our staff is dedicated to fostering an environment that promotes individual learning and academic development.

All Bratzke Center employees are required to follow the code of conduct and ethics mandated by EKU, the OVC, and the NCAA.

Mission Statement

The Bratzke Student-Athlete Academic Success Center is dedicated to providing optimal support to all student-athletes in the areas of academic, personal, and social development. Through collaborative efforts with campus constituents, programs and services are provided to enhance the students' collegiate experience. Program goals include assisting student-athlete intellectual development while creating opportunities for community service and educational enrichment beyond the classroom. The ultimate goal of the program is to provide the support necessary to assist the student-athlete achieve his or her potential- academically, athletically and professionally. With emphasis on integrity, the Bratzke Student-Athlete Academic Success Center fosters an environment that promotes independent, successful learning while following the code of conduct and ethics mandated by Eastern Kentucky University, the Ohio Valley Conference, and the NCAA.

Bratzke Student-Athlete Academic Success Center

103 Alumni Coliseum
Mailing address: 115 Alumni Coliseum
Richmond, KY 40475
Phone: (859) 622-1628
Fax: (859) 622-3074

Hours of Operations

Sunday	3:00pm – 10:00pm
Monday – Thursday	8:00am – 10:00pm
Friday	8:00am – 4:00pm

Name	Office	Work	Email
Mrs. Monika Banbel Interim Director of Student-Athlete Academic Services	103B Alumni Coliseum	2-1359	monika.banbel@eku.edu
Mr. Josh Shipp Athletic Academic Advisor/ Life Skills Coordinator	103C Alumni Coliseum	2-6648	joshua.shipp@eku.edu
Ms. Marina Coleman Athletic Academic Advisor/ Tutor Coordinator	103E Alumni Coliseum	2-8931	marina.coleman@eku.edu
Mrs. Tessie Bowman Senior Office Associate	103 Alumni Coliseum	2-1628	tessie.bowman@eku.edu
Graduate Assistant	103A Alumni Coliseum	2-6560	
Graduate Assistant	103A Alumni Coliseum	2-6560	

Tutor Manual Overview

This employee manual provides you with pertinent information in regards to working at the Bratzke Student-Athlete Academic Success Center. The policies and procedures listed in this manual will help you as you begin and continue to work with student-athletes as well as explain what is expected of you in your position.

While a considerable amount and time has gone into detailing and describing important topics and areas throughout this manual, we are not able to cover every single situation or answer every unique question about policies and benefits here in the Bratzke Center.

There may also be instances where we need to make amendments to the manual. In those moments, the Bratzke SAAS Center has the right to add, change, or cancel policies at any time.

The Bratzke Center Tutor Manual was a uniquely collaborative effort of several institutions. Portions of this manual were derived from like manuals at the University of Oklahoma, Clemson University, Baylor University, University of Maryland, University of South Carolina, Texas A&M University, and University of Kentucky. The information provided by all aforementioned institutions is gratefully acknowledged and used to enhance the Tutor Manual as created by the Bratzke Center Staff at Eastern Kentucky University. In the interest of promoting academic integrity and enhancing success among NCAA student-athletes, we are happy to share any or all parts of this manual with other universities.



Tutoring Program

What is Tutoring?

Tutoring is a key support program offered by the Bratzke Center at the Eastern Kentucky University. The Tutor is responsible for ensuring the ongoing success of the program. The Tutor's role is to serve as a learning resource for student-athletes and represent the Bratzke Center in a professional manner. With the demands on the student-athlete's time, tutoring helps them supplement their class lectures and maintain academic excellence.

Goals

The Bratzke peer tutorial program is the core of Bratzke Student Athlete Academic Success Center and qualified, CRLA certified tutors are an integral part to the success of this program. Our focus is on the "student" in student-athlete. Peer tutors are students who have been selected, trained, and designated to offer educational services to student-athletes. Tutorial services are intentionally designed to assist student-athletes toward attainment of their defined educational objectives. Academic integrity is considered our highest priority. Bratzke tutorial program goals are to:

- Foster Skill Development
- Encourage Critical Thinking
- Promote Independent Learners
- Enhance Engagement and Collaboration with Academic Community at ECU

In order to run a successful tutorial support program, it will be critical that ALL tutors follow strict standards regarding honesty and confidentiality as indicated by the Bratzke SAASC Tutor Manual.

Qualifications for Bratzke Center Tutors

Eastern Kentucky University undergraduate and graduate students are eligible to apply for peer tutoring positions within the Bratzke SAAS Center. In order to be considered for this position, candidates must meet the following requirements:

- Submit a complete application through jobs.eku.edu including a resume, cover letter, their upcoming class schedule, and the availability;
- Successfully completed at least 30 credit hours of undergraduate course work;
- Have and maintain a 3.0 GPA;
- Maintain at least a 3.0 GPA (B) in specific courses tutored;
- Possess strong communication skills and the ability to relate to students of diverse academic backgrounds;
- Show commitment to the Bratzke Center, Eastern Kentucky University, the Ohio Valley Conference, and NCAA standards.

Tutoring Sessions

All tutoring sessions **MUST** be conducted in the Bratzke Student-Athlete Academic Success Center facility located in Alumni Coliseum 103. Please use the provided tutorial spaces in room 104. **DO NOT** tutor in the quiet study rooms 101 and 102. Under absolutely **NO** circumstances is it acceptable to tutor a student-athlete in any other location. Tutor sessions can be held on the following days and times:

- | | |
|----------------------------|-------------------------|
| ○ Sunday | 3:00pm - 10:00pm |
| ○ Monday – Thursday | 8:00am - 10:00pm |
| ○ Friday | 8:00am - 3:00pm |

Skype Tutor Sessions

Student-athletes can request a tutoring session via Skype if they are traveling with their team and are unable to attend a tutor appointment. All Skype tutoring requests will go through the Tutor Coordinator and Athletic Academic Advisor as do all regular tutor requests. Tutors will be notified if they have been requested for a Skype session and further information will be provided to the tutor at that time, including reference materials to assist the tutor in conducting the session. All Bratzke SAAS Center policies apply to Skype tutoring sessions unless the tutor is explicitly informed differently.

Academic Integrity

Defined: The core values and principles that underwrite the very mission of the University itself: Integrity, honesty, hard work, and the determination to translate personal and professional principles into behavior.

Academic Integrity (AI) is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty and incidents of academic dishonesty will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

- ECU Academic Integrity Policy: <http://studentrights.eku.edu/academic-integrity-policy>

Tutors are asked to be especially sensitive to issues of academic integrity. If a student shows you an assignment and you suspect that it may not be his or her own work, please notify the Tutor Coordinator as soon as possible.

Academic dishonesty on the part of the student does not necessarily reflect poorly on your ability as a tutor; however, if at any point you do question the student's work and do not take further action, everyone involved is in jeopardy. If you suspect fraudulent academic behavior and do nothing about it, you yourself are committing academic dishonesty, and ECU does have an Academic Integrity policy in place that will hold you, along with the student, responsible.

Online Courses

Online courses can potentially create sticky situations for tutors. The rule of thumb is to treat them like classroom courses.

- It is permissible to assist students with homework for classroom courses, so therefore it is permissible for online courses.
- It is not permissible to assist students with classroom quizzes, so therefore it is not permissible for online courses.
- It is not permissible to assist students with classroom exams, so therefore it is not permissible for online courses.

If you are uncertain of something, **ASK BEFORE YOU DO!**

Confidentiality

All tutors must maintain confidentiality in their work with student-athletes. Please discuss a student-athlete's academic concerns, academic needs, or academic problems with the student-athlete or Bratzke Staff **ONLY. Do not** discuss student-athletes' academic concerns with:

- Other students or student-athletes
- Other Bratzke SAASC tutors
- People in your academic department or College
- Someone you might meet in social situation
- Your personal friends or family

ANY information you learn about a student-athlete on the job is confidential **during** and **after** your period of employment.

Professionalism

Tutors are expected to maintain a professional relationship with each student-athlete. Be mindful of how you interact with the student-athletes. Tutor will **NOT** engage in any type of inappropriate relationships with the tutees.

Tutors are also expected to be on time and prepared for their tutoring sessions, just like our student-athletes. Tutors that have issues with attending, being on time, and/or prepared for their sessions will have to meet with the Tutor Coordinator to discuss their future with the program.

- **Rules of Appropriate Dress**

While there is no specific dress code for tutors working with the Bratzke Center, appropriate dress is required at all times. Dress that distracts student-athletes from working effectively is considered inappropriate. Examples include revealing halter tops, cut off shirts, short shorts and skirts.

Tutors are more than welcome to wear ECU school gear. Do not wear clothing with other university names and/or logos. We have a strong sense of pride in our school and we strongly encourage supporting Eastern Kentucky University via wearing ECU gear.

Remember you will be working in close contact with your student-athletes. Excess perfume/cologne, as well as poor hygiene, can be a major distraction and inhibit learning during your tutoring session.

Communication

The Bratzke Center Tutoring Program can and will only thrive if there are open lines of communication amongst all the participants (tutors, student-athletes, Bratzke Center staff, and graduate assistants). Please feel free to provide proper feedback regarding your experience with any student-athletes you tutor. This information is invaluable and gives the Tutor Coordinator and the Athletic Academic Advisors more insight on how the student-athletes are doing in their respective classes. We also encourage you to seek feedback from the student-athletes you work with as they will be able to provide the best information regarding their learning style.

With regards to pertinent information, tutors are responsible for checking their email and GradesFirst regularly. These will be the primary methods in which the Tutor Coordinator and staff will communicate any important announcements or other information relevant to your role as tutor within the Bratzke Center.

Social Networking Sites

Social network sites, such as Facebook, Twitter, Snapchat, and other new digital media platforms and distribution mechanisms, facilitate students communicating with other students. Participation in such networks has both positive appeal and potentially negative consequences. It is important that tutors are aware of these consequences and exercise appropriate caution if choosing to participate. We ask that you **DO NOT** post photographs of student-athletes on any website or allow them to post photos of you.

Tutoring Program Evaluations

Student-Athlete Evaluation – Student-athletes will be asked to evaluate their tutors once per semester. The Tutor Coordinator will contact the student-athletes to discuss the method/mode in which the evaluation will take place (online or paper).

Program Evaluation – Tutors will be asked to evaluate the Tutoring Program at the end of each semester. The Tutor Coordinator will contact the tutors two weeks before Finals to discuss the method/mode in which the evaluation will be conducted (online or paper). Tutors will also be asked to meet with the Tutor Coordinator one on one to further discuss suggestions, ideas, or concerns regarding the Tutoring Program.

PAYROLL INSTRUCTION

All of the Bratzke Center Tutors are required to complete and submit digital time sheets, available on ECU Direct, every other Friday. In order to access Time Sheets; sign on to ECU Direct with your ID# and PIN, click on the EMPLOYEE TAB ⇒ TIME SHEET ⇒ select PAY PERIOD ⇒ Enter your time.

For Time Sheet submission dates for bi-weekly employees please refer to the ECU payroll Calendar available at: <http://webapps.ecu.edu/payrollcalendar/>

Your Time Sheet will be verified against your tutor reports you submitted for that 2 week pay period. The hours recorded on the tutor reports should match the hours submitted on the timecard identically.

If there is a discrepancy, your timecard will be sent back to you for correction. This could cause your paycheck to be delayed.

GRADESFIRST TUTOR REPORTS

It is required that **ALL** Tutors complete a tutor report on GradesFirst.com immediately after **EVERY** session. It is a valuable tool for tracking specifically what is covered during a tutoring appointment and also the duration of the appointment. Failure to complete a tutor report will result in the tutor not being paid for that session. It is important to remember that ALL Bratzke Center Tutors will only be paid for the amount of time you are scheduled to tutor on GradesFirst.com

In a case where a student needs extra tutoring, please contact the Bratzke Center Tutor Coordinator for permission. If allowed, additional time will be added to the schedule on GradesFirst.com so that you are compensated for your time.

Additionally, if you do not use the entire time scheduled for the session you must indicate in the “Additional Comments” section of the tutor report why you did not use the entire hour.

- You will not be paid for an entire hour if you chose to end the session.
- Student-athletes who leave the session early will be reported to their coach.

GradesFirst: Filling out Tutor Reports

Submitting a tutor report is a valuable tool for tracking specifically what is covered during a tutoring appointment and also the duration of the appointment, which can sometimes run longer or shorter than scheduled. Completing a report is simple. See the screenshots below for details.

The screenshot shows the GradesFirst interface. At the top, there are navigation tabs for 'Home' and 'My Calendar', and a search bar. Below the navigation, the user is identified as 'Hello, Alicia'. There are links for 'Quick Search', 'Term: Spring 2012', and 'Stop Impersonation'. The main content area is titled 'Home' and contains a sub-header 'To file a tutor report, first select the student/appointment you would like to report on'. Below this, there are buttons for 'Add Tutor Report' and 'Mark No-Show'. A table lists 'Recent Tutor Appointments' with columns for Appointment Date, Topic, Attendee, Duration, and Report Filed?. The table contains seven rows of appointment data. To the right of the table, there are sections for 'Tutor Settings' (Max Hours Preference: 0 hr/week), 'Options' (My Messages, School Information), and 'Upcoming Appointments' (Tutoring: SOC235 Social Problems, Tutoring: CMS100 Intro to Human Communication).

The screenshot shows the 'Tutor Report' form. It is divided into several sections: 'Appointment Details' (Appointment: Tutoring Appointment, Reason: Tutoring Appointment, Course, Date of visit, Location: Bratske Center), 'Attendees' (Tutor: Attended, Arrived: 10:30 AM, Departed: 11:30 AM), 'Suggested Followup' (Date, Time), 'Report Details For' (Assignments Discussed, Objectives of the Session, Study Skills Used, Goals for Next Session), 'Appointment Summary' (a large text area), 'Attachments' (Attach File, Choose File), 'Privacy' (This report is hidden from student view.), and 'Report Information'.

Once you have selected the student for whom you would like to add a tutoring report, you will see a screen like this.

GradesFirst: Filling out Tutor Reports

Appointment Details

Appointment: →

Reason:

Course:

Date of visit:

Location:

Attendees

Tutor

Attended

Arrived: Departed:

This includes time spent with all students attending the appointment.

Attended

Arrived: Departed:

Suggested Followup

This will be saved on the report as a suggestion. No appointment will be created.

Date: Time:

Report Details For

Assignments Discussed

Study Skills Used

Student arrived on time and was ready to begin our session. Yes No N/A

Student was prepared (attended class, read lesson, had notes, etc.?) Yes No N/A

Student asked for explanation of material not understood? Yes No N/A

Student responded positively to instruction (as you suggested)? Yes No N/A

Student was aware of future assignments? Yes No N/A

Student shows a better understanding of the material since our last session. Yes No N/A

Objectives of the Session

Goals for Next Session

Appointment Summary

Attachments

No file chosen

Privacy

This report is hidden from student view.

Report Information

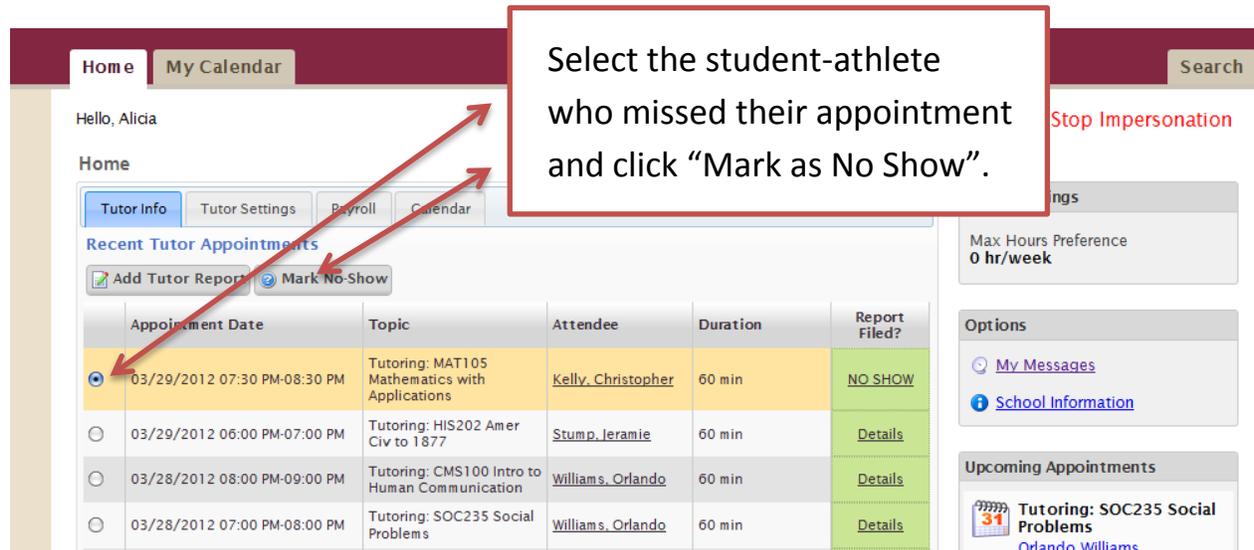
Make sure you fill out the following sections

- Assignments Discussed
- Objectives of the Session
- Goals for Next Session
- Yes/No Questions
- Appointment Summary
 - Keep it brief!!

GradesFirst: Filling out a No Show

The Bratzke Center has very strict No Show Policy. A student-athlete will be considered a no-show if they are 15 or more minutes late to the session. In the case of a no-show, you will be paid for 30 minutes. In order to be paid for a no-show session, you must mark the student-athlete as a no-show on the Tutor Report via Gradesfirst.com.

This needs to be done IMMEDIATELY once :15 after the hour has passed. This will ensure that coaches can be notified right away.



Home My Calendar Search

Hello, Alicia

Home

Tutor Info Tutor Settings Payroll Calendar

Recent Tutor Appointments

Add Tutor Report Mark No-Show

Appointment Date	Topic	Attendee	Duration	Report Filed?
<input checked="" type="radio"/> 03/29/2012 07:30 PM-08:30 PM	Tutoring: MAT105 Mathematics with Applications	Kelly, Christopher	60 min	NO SHOW
<input type="radio"/> 03/29/2012 06:00 PM-07:00 PM	Tutoring: HIS202 Amer Civ to 1877	Stump, Jeramie	60 min	Details
<input type="radio"/> 03/28/2012 08:00 PM-09:00 PM	Tutoring: CMS100 Intro to Human Communication	Williams, Orlando	60 min	Details
<input type="radio"/> 03/28/2012 07:00 PM-08:00 PM	Tutoring: SOC235 Social Problems	Williams, Orlando	60 min	Details

Stop Impersonation

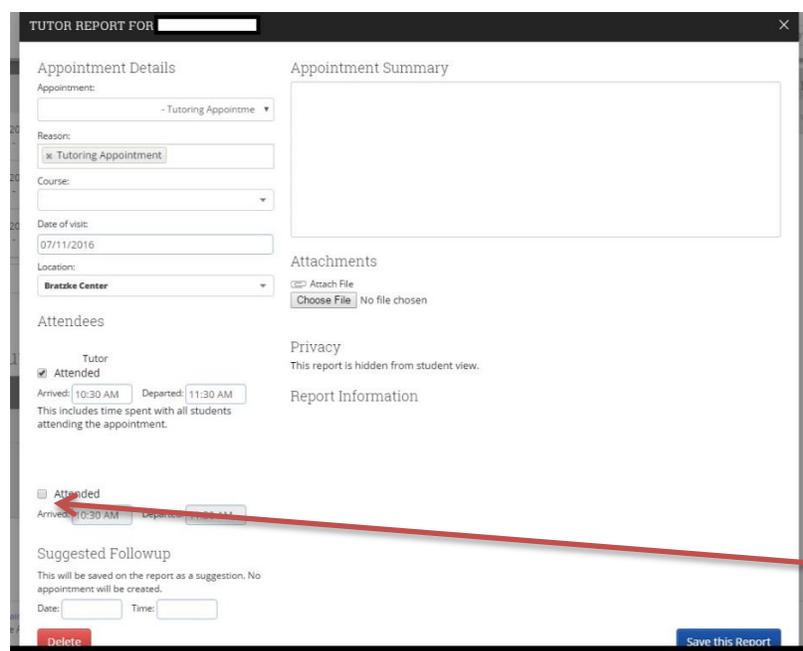
Max Hours Preference 0 hr/week

Options

- [My Messages](#)
- [School Information](#)

Upcoming Appointments

Tutoring: SOC235 Social Problems [Orlando Williams](#)



TUTOR REPORT FOR [Name]

Appointment Details

Appointment:

Reason:

Course:

Date of visit:

Location:

Attachments

Attach File No file chosen

Attendees

Tutor

Attended

Arrived: Departed:

This includes time spent with all students attending the appointment.

Not Attended

Arrived: Departed:

Suggested Followup

This will be saved on the report as a suggestion. No appointment will be created.

Date: Time:

The box indicating that the student attended will not be selected.

Rescheduling and Cancelling Tutor Sessions

Rescheduling Appointments for Student-Athletes

In the event of a 1-time schedule conflict, a student may contact the tutor **at least 24 HRS in advance** to reschedule the appointment for a different time during the same week. All rescheduled appointments must be conducted before 3 pm on Friday the same week as the original session. If the tutor and student-athlete are able to reschedule, then the Tutor Coordinator does not need to be informed. Tutors are asked to indicate on the tutor report in “additional comments” section that it is a rescheduled session and the date/time when the session took place. If the student and tutor cannot find a time that week to reschedule, then the student is responsible for contacting the Tutor Coordinator to cancel in advance of the session.

- Please remind student-athletes that if they do not cancel through the tutor coordinator, then they will be reported to the coaches as a No Show

Cancellations for Student-Athletes

In the event the student-athlete is unable to attend a session due to illness, competition, required school event, etc., the Tutor Coordinator will do their best to contact the tutor **at least 24HRS in advance** to cancel the session. In cases when the Tutor Coordinator notifies a tutor in advance to cancel the session, the tutor will not be paid for the session.

Tutoring session can only be cancelled by the Tutor Coordinator.

A STUDENT-ATHLETE MAY NOT CANCEL A SESSION; THEY MAY ONLY RESCHEDULE IT FOR A DIFFERENT TIME WITHIN THE SAME WEEK AS THE ORIGINAL APPOINTMENT.

Rescheduling Appointments for Tutors

All tutors are asked to plan to attend all scheduled appointments. In a case when the tutor is unable to attend a tutoring session, try first to reschedule with the student-athlete for the same week, instead of canceling all together.

Cancellations for Tutors

If you cannot meet or reschedule a scheduled or unscheduled tutor session:

1. You should give the Tutor Coordinator at least a 24 hour minimum notice.
 - Tutor should send an email stating reason to cancel as well as call/text the Tutor Coordinator.
2. You will need to contact your student-athlete as well (email preferably) notifying them that you will not be attending the session.

Emergencies do happen so we understand if you are unable to give a 24 hour notice in those situations.

The tutor report (on GradesFirst) should also be deleted for that session. If it is not deleted by the end of the week, please remind the Tutor Coordinator to remove it.

A TUTOR CANNOT EVER MARK THE STUDENT-ATHLETE AS A NO SHOW IF IT IS THE TUTOR'S FAULT THAT THE SESSION WAS CANCELED.

If you get to a point where you are constantly cancelling session, you will be called in for a meeting with the Tutor Coordinator to discuss your future with the program.

- If this continues to be a problem, you may be terminated.

Policies and Procedures

NCAA RULES AND REGULATIONS REGARDING ACADEMIC ASSISTANCE TO COLLEGIATE STUDENT-ATHLETES

Bylaw 10.1 – Unethical Conduct

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

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

Bylaw 10.3 – Gambling Activities

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

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

Bylaw 16.02.3 – Extra Benefit

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

Bylaw 16.3 – Academic and Other Support Services

16.3.1 - NONPERMISSIBLE BENEFITS

- I. **Discounts and Credits.** A student-athlete may not receive a special discount, payment arrangement or credit on a purchase (e.g., airline ticket, clothing) or a service (e.g., laundry, dry cleaning) from an institutional employee or a representative of its athletics interests.
- II. **Free or Reduced-Cost Services.** An athletics representative may not provide a student-athlete with professional services (for which a fee normally would be charged) without charge or at a reduced cost except as permitted elsewhere in this bylaw. Professional services provided at less than the normal rate or at no expense to a student-athlete are considered an extra benefit unless they are available on the same basis to the general student body.
- III. **Telephones and Credit Cards.** It is not permissible to allow a student-athlete to use a telephone or credit card for personal reasons without charge or at a reduced cost.
- IV. **Entertainment Services.** A student-athlete may not receive services (e.g. movie tickets, dinners, use of car) from commercial agencies (e.g. movie theaters, restaurants, car dealers) without charge or at reduced rates, or free or reduced-cost admission to professional athletics contests from professional sports organizations, unless such services also are available to the student body in general.
- V. **Other Prohibited Benefits.** An institutional employee or representative of the institution's athletics interests may not provide a student-athlete with extra benefits or services, including, but not limited to:
 - (a) A loan of money;
 - (b) A guarantee of bond;
 - (c) An automobile or the use of an automobile;
 - (d) Transportation (e.g., a ride home with a coach), except as permitted in 16.9.1-(e), even if the student-athlete reimburses the institution or the staff member for the appropriate amount of the gas or expense; or
 - (e) Signing or cosigning a note with an outside agency to arrange a loan.

16.3.1.1 - ACADEMIC COUNSELING/SUPPORT SERVICES.

Member institutions shall make available general academic counseling and tutoring services to all student-athletes. Such counseling and tutoring services may be provided by the department of athletics or the institution's nonathletic student support services. In addition, an institution may finance other academic and support services that the institution, at its discretion, determines to be appropriate and necessary for the academic success of its student-athletes.

16.3.1.1.1 - SPECIFIC LIMITATIONS.

An institution may provide the following support services subject to the specified limitations:

- (a) Use of institutionally owned computers and typewriters on a check-out and retrieval basis; however, typing/word processing/editing services or costs may not be provided, even if typed reports and other papers are a requirement of a course in which a student-athlete is enrolled;
- (b) Use of copy machines, fax machines and the Internet, including related long-distance charge, provided the use is for purposes related to the completion of required academic course work;
- (c) Course supplies (e.g., calculators, art supplies, computer disks, subscriptions), provided such course supplies are required of all students in the course and specified in the institution's catalog or course syllabus or the instructor indicates in writing that the supplies are required;
- (d) Cost of a field trip, provided the field trip is required of all students in the course and the fee for such trips is specified in the institution's catalog; and;
- (e) Non electronic day planners.

16.11 - BENEFITS, GIFTS, AND SERVICES

Receipt of a benefit (including otherwise prohibited extra benefits per Bylaw 16.11.2) by student-athletes, their relatives or friends is not a violation of NCAA rules if it is demonstrated that the same benefit is generally available to the institution's students and their relatives or friends.

The student-athlete **shall not receive any extra benefit.** The term "extra benefit" refers to any special arrangement by an institutional employee or representative of the institution's athletics interests to provide the student-athlete or his or her relatives or friends with a benefit not expressly authorized by NCAA legislation.

TUTOR DO'S AND DON'TS

TUTOR DO'S:

- Develop a subject-centered educational plan for the best academic potential of the student-athlete.
- Create realistic and content driven subject level learning goals with the student-athlete.
- Encourage student-athletes to think for themselves.
- Review notes and text with a student-athlete. Stretch the importance of reading the textbook.
- Identify student-athlete study habits.
- Encourage student-athlete to participate actively in tutoring – to ask questions, solve problems, and to offer ideas.
- Model behavior you would like student-athletes to practice. **BE ON TIME FOR SESSIONS!** Be prepared, be organized, and have a plan.
- Help enforce the rules- make sure the cell phones are off.
- Always be **PROACTIVE** and not **REACTIVE**.

TUTOR DON'TS:

- Encourage student-athletes to be overly dependent on you and your services.
- Lecture for a long period of time.
- Make student-athletes feel as though they are incapable or incompetent.
- Criticize a professor or his/her teaching abilities in front of the student-athlete.
- **EVER contact faculty or teaching assistants.**
- Violate the confidentiality of your student-athlete
- Assume a role of which you are not trained or qualified to handle (such as counselor/advisor)
- Tutor outside of Bratzke Facilities

Tutor Termination

Because this position with the Bratzke Center is voluntary, tutors may terminate their employment at any time with advance notice. Likewise, the Bratzke Center may terminate the tutor's employment at any time with advance notice.

Termination of a tutor may be based on any of the following reasons (but not limited to):

- Academic misconduct
- Failure to maintain confidentiality
- Failure to maintain the highest standards of professionalism
- Failure to uphold the responsibilities and policies stated in this manual
- Habitual cancellations of sessions
- Unethical behavior that calls unfavorable attention to yourself as a representative of the Bratzke Center
- Fraudulent record keeping; i.e. misrepresentation of time spent assisting or not turning in reporting forms
- Staff evaluation and/or recommendation
- Violations of Bratzke Center, Eastern Kentucky University, Ohio Valley Conference or NCAA rules.
- Contacting a student-athlete outside of a scheduled session

Actions that will result in Immediate Termination:

- Doing work for the student
- Violating rules and regulations of Eastern Kentucky University, Ohio Valley Conference, or the NCAA
- Contacting the instructors of the students with whom you are working
- Personal or dual relationships with the student-athlete with whom you are working, without
- prior consent or knowledge of the Tutor Coordinator
- Any violation of confidentiality, professionalism, or academic integrity policies
- Falsifying your timesheet and/or purposefully neglecting reporting procedures

If an incident is not severe enough for an immediate termination, the following steps will be applied:

First Offense: Written Warning and conversation with the Tutor Coordinator

Second Offense: Mandatory Meeting with Tutor Coordinator and the Director of the Bratzke Center

Third Offense: Termination

WHAT SHOULD I DO AT MY FIRST TUTOR SESSION?

Introductions

- Start to establish professional rapport with the student.
- Tell the student-athlete a little bit about yourself (name, major, where you are from, how long have you been tutoring, etc.)
- Ask a student-athlete about himself/herself (what sport does he/she play, where is he/she from, major, what other courses is he/she taking, etc.)

Collect and Review Syllabus with Student

- Extremely important! Make a copy of the syllabus for yourself.
- Review the syllabus with the student to discuss the class expectations and assignments.

****Pay attention to the instructor's objectives and course requirements. This will assist you in helping the students prepare for test/assignments****

Discuss Tutoring Goals

- Discuss general tutor policies with students and when you will be there.
- Explain how a normal session will be conducted and what you expect out of the student.
- Find out what the student's goals are for the class- what they want to get out of tutoring.
- Are there any strategies or tutoring approaches that the student has found works best for him/her?

Getting Started

- Find out where the class is with the course material.
- Review the textbook to find out how material is presented.
- Ask the student if he/she already recognized the areas where he/she is struggling
- Ask the student if they have any questions regarding the material already- if so, start answering questions!

Wrap Up

- Review what was covered.
- Remind the Student-athlete of next appointment and discuss what you expect him/her to have for the next session.
- If the student-athlete you work with is in-season, check to make sure they will be in town for your next session. If not, decide if and when you will reschedule. Contact the tutor coordinator to cancel the next session if a reschedule is impossible.

Additional Tutor Resources

GUIDELINES FOR MAXIMIZING THE TUTORIAL EXPERIENCE

The following guidelines should help direct all tutorial interactions toward successfully leading student-athletes to academic independence:

I. Study Skills

Facilitation and Understanding: A tutor should not “re-teach” a class. A Tutor should help the student-athlete understand the material covered and learn skills to master the subject matter.

All tutors are expected to encourage whatever study skills development the student-athlete needs both inside and outside the session. For many student-athletes, this is a learning process.

II. Time Management

Organization: Tutors should help student-athletes organize the materials for each class, including course syllabus, handouts, returned assignments, returned tests and notes.

Planning: One of the most important tutor responsibilities is to help the student-athlete map out daily tasks and decide how best to use study time and resources.

III. Deficiency Awareness

Detection: Tutors should be alert to any sign of study problems. This includes reading, writing, comprehension, academic deficiencies, and lack of attention or interest, which can be often detected during a session.

Solution: If you detect the problem, discuss it with a student-athlete, and bring it to the attention of the Tutor Program Coordinator. This is very important for ensuring that appropriate help for the student-athlete is arranged.

IV. Motivation

Show enthusiasm! A student-athlete is more likely to be attentive and active if the tutor shows genuine enthusiasm. The tutor should stress overall academic success in a positive, energetic and persuasive way.

Be supportive: The student-athlete can benefit from encouragement. Strive for a “can do” attitude to promote active involvement and motivation to succeed. Maintain a positive attitude and encourage the student-athlete. Acknowledge the student-athlete’s worth as a person.

Tips for Bratzke Center Tutors

- **YOU are in charge of the session, NOT the student-athlete**
- Give the student-athlete your undivided and sincere attention every session.
- Keep a folder for each student-athlete you tutor, including his/her class syllabus, plan sheet and any summary of lessons and plans for next meetings.
- Have the student-athlete communicate the types of problem she/he is experiencing.
- Use a multi-sensory approach. Think of ways a student athlete can visualize, hear, touch, and move around to learn a new idea or concept.
- Encourage student-athletes to attempt to complete assignments before coming to each tutoring session.
- Serve as a role model for the student-athlete(s) you are assisting in your approach to academic work. Be a few minutes early for all appointments and make sure that the appointment is constructive. Do not allow a student-athlete to wander around, interrupt another study session, engage in non-academic activity, or end your session because they say they have no work to do. If you go into every session with a plan, you should not have a problem handling this type of situation.
- Be directive. Do not be afraid to require the student-athlete to have completed a certain amount of work by the next session. Make them show you their written work.
- Hold the student-athlete accountable for his or her actions. Report all problems to the student athlete's Athletic Academic Advisor promptly afterwards. Do not let the student-athlete persuade you not to report their poor behavior for fear of punishment. You may think that you are doing them a favor, but you will run into more problems in the long run because they will believe that they can take advantage of this.
- Help the student-athlete(s) manage their time. Point out blocks of free time they can utilize outside of the appointments to complete their assignments. Work with them to establish study schedules for busy times or the completion of large projects.
- Be patient—In both the student-athlete's ability to pick up the material you are working on and their overall academic ability.
- Make the relationship as friendly as possible while trying to maintain as professional an atmosphere as possible.

Tips for Tutoring a Lecture Course

- Review class notes
- Review related text material
- Tie the two together
- Quiz the student-athlete on material covered in previous sections
- If the student-athlete knows it, move on, if not review.

Tips for Tutoring a Quantitative Course (Math, Statistics)

- Promote discussion of the problems
- Develop mock quizzes, tests, and problem sets
- Make sure the student-athlete is attempting to do the problems on his/her own!

Tips for Tutoring an English/Writing Course

- Discuss thoughts and ideas
- Make an outline and work from it
- Review and Proof the paper
- **Tutors are not allowed to email proofed papers to student-athletes.**

SITUATIONS

An effective tutor helps the student become a successful independent learner. In an effort to make your experience and your special relationship with your student-athlete more positive, it might be helpful to prepare yourself for a few possible situations that could arise during tutoring sessions. It is important to identify the problem the student-athlete might be facing. If you suspect the issue is a learning disability, discuss it with the tutor coordinator, NOT the student-athlete. Please do not attempt to “diagnose” your students, but please do let us know if something just isn’t right. The Bratzke Staff will evaluate the situation from there.

- Remember: Band-Aids won’t fix a long-term problem.

Time Management

Athletes often have busy schedules. Help identify ways for them to study more efficiently (i.e. taking Note Cards on the Go, when watching television mute the TV during the commercials and go through some of your note cards).

- Help identify other times in the day when they could add some additional study time

Addressing the Motivational Issues

Student-athletes are talented in their sport and motivation can decrease when other areas don't come as easily to them. Additionally, there might be a number of factors that can play a role in their motivation, such as boredom, fatigue, time management, fear of trying and failing.

- Be supportive, and provide encouragement/positive reinforcement
- Imagine how you would feel if you were asked to get on the court/field with them and play their sport
- Help set reasonable short-term and long-term goals/help develop strategies

Learning Disability

Occurs when academic achievement is significantly below cognitive ability without explanation. Can be in a specific area or multiple areas (i.e. Basic Reading, Reading Comprehension, Math Reasoning, Math Calculation, and Written Expression). Students with learning disabilities often have to spend additional time on their work, and may need assistance with more effective study strategies. Estimates of needed study time may need to be increased.

Test Anxiety

Feeling some level of anxiety before a test is normal and sometimes even motivating. However, some people have a higher degree of anxiety, which can actually be harmful and hurt their overall test performance. Practice and preparation can help. In a case when anxiety appears to be excessive, consider referring the student athlete to the counseling center.

ADHD

Students with ADHD may demonstrate inattentiveness, hyperactivity, and/or impulsiveness
Teaching and study strategies:

- » Break tasks down into small components
- » Have a check list of things to do
- » Take small breaks; get up/walk around

TUTORING STRATEGIES

Teaching Guidelines for Student-Athletes Who Do Not Understand Content

- Active learners are better learners
- Provide the student with opportunities to respond
- Know when to assist and know when to hold back
- Avoid the lecture/student nodding model
- Alternate giving examples
- Be creative
- Athletes are good at their sport. They work hard at it. Use that strength when possible.
- Give short assignments for upcoming sessions—help the student set small goals
- Teacher expectations are powerful—make sure your expectations are appropriate

Study Strategies

Specific Study Strategies:

- Reading material before going to class
- Highlighting important information
- Using notes/PowerPoint slides and study guides to help guide studying when available
- Study frequently in small units of time

Student Needs Help Improving Current Study Strategies

- Identify Student- Athlete Current Study Strategies
- Identify strengths and areas where the Student- Athlete can improve
- Look at the dynamics of the class (What study strategies should be used?)
 - » Note cards? Writing out information? Reading? Study Groups? Practice Problems?
- Put together a study plan

Using Note Cards Effectively

For many classes, reading and understanding should come first. Drill and practice should come second. How to use Note Cards Effectively:

- Term on one side
- Definition on the other
 - » In student's own words
 - » Elaborative rehearsal-write personal example
- Identify terms that are easily confused.
- Have a note card that asks about the critical differences between the two concepts

Memory Benefits from Using the Note Card Technique

- Tactile, visual, and auditory input
- Working memory to long-term memory
- When quizzing is done appropriately it can increase pathways to retrieve the needed information.
- Easy to take on the go (Time management)

Increasing Probability of Success with the Note Card Technique

- Demonstrate appropriate technique
- Have the student make the note card
 - » Make sure they pull out important information
 - » Number of words should be limited
 - » Have them include a personal example when appropriate
- Demonstrate how to use note cards (quizzing yourself)
 - » Avoid sequence effects (mix the cards up)
 - » Have the student alternate sides of the note card
- Have the student demonstrate for you
- Have the student start early
- Help set reasonable goals
- Quiz the student at subsequent sessions