Cartwright Learning Resources Center

Tutor Handbook

8/5/2014
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CLRC Staff and Services
To reach a staff member, call 805-965-0581, ext:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violeta Casillas</td>
<td>Office Assistant</td>
<td>2670</td>
</tr>
<tr>
<td>Michelle Detorie</td>
<td>Lab Teaching Asst. Writing Center</td>
<td>2671</td>
</tr>
<tr>
<td>Barb Freeman</td>
<td>Supervisor</td>
<td>2666</td>
</tr>
<tr>
<td>Julio Martinez</td>
<td>Media Technician</td>
<td>2669</td>
</tr>
<tr>
<td>Brian Moreno</td>
<td>Sr. Office Assistant Writing Center</td>
<td>2663</td>
</tr>
<tr>
<td>Dr. Jerry Pike</td>
<td>Director</td>
<td>2673</td>
</tr>
<tr>
<td>Regina Reese</td>
<td>Lab Teaching Asst. Computer Lab</td>
<td>2658</td>
</tr>
<tr>
<td>Therese Schweidler</td>
<td>Lab Teaching Asst. Computer Lab</td>
<td>2658</td>
</tr>
<tr>
<td>Beth Taylor-Schott</td>
<td>Lab Teaching Asst. Writing Center</td>
<td>2671</td>
</tr>
<tr>
<td>Donna Waggoner</td>
<td>Tutorial Center Coordinator</td>
<td>2667</td>
</tr>
</tbody>
</table>

SBCC Tutor:
If you are unable to work or are going to be late for your shift, please call your supervisor at 965-0581 ext. _____ and/or the Tutorial Center at ext. 2667.
HOURS OF OPERATION

Learning Resources Center

**Fall/Spring Hours**
Monday - Thursday 8:00 a.m. to 8:00 p.m.
Friday 8:00 a.m. to 4:00 p.m.
Saturday Closed

**Summer**
Monday – Friday 8:00 a.m. to 4:00 p.m.

Writing Center

**Fall/Spring Hours**
Monday - Thursday 9:00 a.m. to 7:00 p.m.
Friday 9:00 a.m. to 3:00 p.m.
Saturday Closed

**Summer**
Monday – Thursday 9:00 a.m. to 4:00 p.m.
Friday 9:00 a.m. to 1:00 p.m.

To learn more about the Learning Resources Center, visit the web site:

http://www.sbcc.edu/learningresources/
Tutoring Information
All new tutors are required to complete tutor training.

**Gateway Tutor Requirements**

- New tutors are required and paid to attend a five-week Tutor Training Seminar *during their first semester* of tutoring.
- Successful completion is one of the criteria for a pay rate increase.
- Tutors completing the seminar will receive a College Reading & Learning Association certificate.

**General Tutor Requirements**

- New tutors are required and paid to attend a three-hour Tutor Training Workshop *before they start tutoring*.
- General tutors may also voluntarily take a Tutor Training Seminar pending space availability.

Talk to the Tutorial Center Coordinator (Donna Waggoner) regarding the tutor training schedule and sign up for a seminar or workshop.

**Three-Hour Tutor Training topics include**

- the tutor’s role
- listening skills
- questioning skills
- helping the student become and independent learner
- working with students with learning disabilities
- bridging cultural gaps
- preventing sexual harassment

**Benefits include**

- an opportunity to learn effective tutoring practices
- an opportunity to address your questions or concerns with other new tutors and a mentor tutor
- an opportunity to get paid for the time you spend learning more about becoming an effective tutor
• Enrollees must have a tutoring job and be sponsored by a faculty member

• Provides training in methods for helping students with core academic competencies

• Successful completion is one of the criteria for a pay rate increase

• Students completing the seminar will receive a College Reading & Learning Association certificate

Fall 2014—Choose one of six seminars

<table>
<thead>
<tr>
<th>Day</th>
<th>Dates</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>(09/08-10/06)</td>
<td>6:00-8:00 p.m.</td>
<td>ECC 4</td>
<td>Jerry Pike</td>
</tr>
<tr>
<td>Tuesday</td>
<td>(09/09-10/07)</td>
<td>3:00-5:00 p.m.</td>
<td>Press Box 1</td>
<td>Sheila Wiley</td>
</tr>
<tr>
<td>Tuesday*</td>
<td>(09/09-10/07)</td>
<td>6:30-8:30 p.m.</td>
<td>IDC 109</td>
<td>Allison Chapin</td>
</tr>
<tr>
<td>Wednesday</td>
<td>(09/10-10/08)</td>
<td>3:30-5:30 p.m.</td>
<td>Press Box 1</td>
<td>Barb Freeman</td>
</tr>
<tr>
<td>Tuesday</td>
<td>(09/30-10/28)</td>
<td>3:00-5:00 p.m.</td>
<td>LRC 108</td>
<td>Anita Cruse</td>
</tr>
<tr>
<td>Thursday*</td>
<td>(10/02-10/30)</td>
<td>6:30-8:30 p.m.</td>
<td>IDC 109</td>
<td>Allison Chapin</td>
</tr>
</tbody>
</table>

* Math focus

Gateway tutors are required and paid to complete this seminar within their first semester of tutoring.

To sign up for a seminar contact Donna Waggoner at 805-965-0581 X 2667 or waggoner@sbcc.edu.
OPTIONAL TUTOR TRAINING VIDEOS

The following tutor training videos are optional but very valuable in enhancing tutoring skills. Please give the CLRC front counter person the video number and s/he will arrange a viewing station for you.

<table>
<thead>
<tr>
<th>Video #</th>
<th>Tutor Training Videos (all 15 minutes unless otherwise noted):</th>
</tr>
</thead>
<tbody>
<tr>
<td>5155</td>
<td>Introduction to Tutoring #1</td>
</tr>
<tr>
<td>5155</td>
<td>The First Session #2</td>
</tr>
<tr>
<td>5155</td>
<td>The Tutorial Plan #3</td>
</tr>
<tr>
<td>5155</td>
<td>Diagnosis and the Socratic Method #4</td>
</tr>
<tr>
<td>5156</td>
<td>Diagnosis Through Observation #5</td>
</tr>
<tr>
<td>5156</td>
<td>Tutoring Learning Skills #6</td>
</tr>
<tr>
<td>5156</td>
<td>Managing Group Tutorials #7</td>
</tr>
<tr>
<td>5156</td>
<td>The Tutor as Counselor #8</td>
</tr>
<tr>
<td>5157</td>
<td>Bridging the Cultural Gap #9</td>
</tr>
<tr>
<td>5157</td>
<td>Tutoring Physical Sciences #10</td>
</tr>
<tr>
<td>5157</td>
<td>Tutoring Social Sciences #11</td>
</tr>
<tr>
<td>5157</td>
<td>Tutoring Humanities #12</td>
</tr>
<tr>
<td>5158</td>
<td>Tutoring the Writing Process #13</td>
</tr>
<tr>
<td>5158</td>
<td>Tutoring ESL #14</td>
</tr>
<tr>
<td>5112</td>
<td>Editing Techniques for ESL students – Julie Alpert (50 mins)</td>
</tr>
<tr>
<td>8699</td>
<td>A Tutor’s Workshop: Students with Learning Disabilities (94 mins.)</td>
</tr>
<tr>
<td>5300</td>
<td>Dr. Stevens’ Eng. 111 Program: Critical Thinking Through Literary Criticism - Dr. Jim Stevens (28 mins.)</td>
</tr>
<tr>
<td>5331 or 0345</td>
<td>Convention to Mexican School System – Javier Rivera (33 mins.)</td>
</tr>
<tr>
<td>0182 or 7834</td>
<td>How Difficult Can This Be? (70 mins.)</td>
</tr>
<tr>
<td>0425</td>
<td>Writing Tutor’s Seminar – Takashi Funatogawa: Japanese Language Barriers to Writing Essays (60 mins.)</td>
</tr>
</tbody>
</table>
SBCC Non-Discrimination/
Sexual Harassment Policy

The policy of the Santa Barbara Community College District is to provide an educational and employment environment in which no person shall be denied full and equal access to, the benefits of, or be subjected to discrimination, in whole or in part, on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges.

The policy of the Santa Barbara Community College District is to provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, sexual favoritism, or other verbal or physical conduct or communications constituting sexual harassment.

The following definition will aid in identifying the kinds of behavior which constitute sexual harassment:

*Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

(1) Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other college activity;

(2) Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or creating an intimidating, hostile, or offensive college environment.

The policy of the Santa Barbara Community College District is to comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973 in the development, procurement, maintenance, or use of electronic or information technology and respond to and resolve discrimination complaints regarding accessibility.

Such complaints will be treated as complaints of discrimination on the basis of disability. This non-discrimination policy covers admission, access and treatment in college programs and activities—including, but not limited to, academic admissions, financial aid, educational services and athletics—and applications for, and treatment in, college employment.

In conformance with the requirements of Title II of the Educational Amendments of 1976, amending the Vocational Education Act of 1963, the college is committed to overcoming sex discrimination and sex stereotyping in vocational education programs.

Furthermore, in compliance with the Vocational Education Guidelines for Eliminating Discrimination on the Basis of Race, Color, National Origin, Sex and Handicap, lack of English language skills alone will not be a barrier to admission to and participation in vocational education programs. Any screening procedures for vocational programs will evaluate skill levels and proficiencies pertinent to the program as criteria for admission.

Employees, students, or other persons acting on behalf of the District who engage in discrimination as defined in this policy or by state or federal law may be subject to discipline, up to and including suspension, discharge, expulsion, or termination of contract.

**Política contra la discriminación/Política contra el acoso u hostigamiento sexual**

La política del Distrito de Santa Barbara Community College es la de ofrecer un ambiente educativo y de empleo, en el cual a ninguna persona se le niega el pleno y paritario acceso ni sus beneficios, o ser sujeto de discriminación, totalmente o en parte, en base a su identificación con un grupo étnico, nacionalidad, religión, edad, sexo, raza, color, ascendencia, orientación sexual, discapacidad física o mental, o en base a la percepción de estas características, o en base a la asociación con una persona o grupo con una o más de estas características, ya sea percibidas o reales, en cualquier programa o actividad administrada, patrocinada directamente, o para la que recibe cualquier asistencia financiera del Canciller del Estado o de la Junta de Gobernadores de las Instituciones Postsecundarias de dos años (California Community Colleges Board of Governors).

La siguiente definición ayuda a identificar los tipos de comportamientos que constituyen el acoso u hostigamiento sexual:

La política del Distrito de Santa Barbara Community College es proporcionar un ambiente educativo y de empleo libre de solicitudes sexuales forzadas, solicitudes de favores sexuales, favoritismos basados en el sexo u otra conducta física o verbal o comunicación que constituye acoso u hostigamiento sexual.

Las solicitudes sexuales forzadas, solicitudes de favores sexuales y otra conducta verbal o física de naturaleza sexual constituyen acoso u hostigamiento sexual cuando:

1. La sumisión o el rechazo a tal conducta se expresa explícitamente como una condición para la instrucción, el empleo o la participación en una actividad de la universidad;
2. La sumisión o el rechazo a tal conducta por un individuo se usa como base para evaluar y tomar decisiones académicas o de personal que afectan al individuo; o

3. Tal conducta tiene el propósito o efecto de interferir desproporcionadamente con el rendimiento de una persona o de crear un ambiente universitario hostil, intimidador u ofensivo.

La política del Distrito de Santa Barbara Community College es la de cumplir con los requisitos de accesibilidad de la Sección 508 de la Ley de Rehabilitación de 1973 en el desarrollo, consecución, mantenimiento, o uso de información electrónica, o información tecnológica, y responder y resolver las quejas de discriminación relacionadas con la accesibilidad. Tales quejas se tratarán como quejas de discriminación basada en la discapacidad en cuestión.

La política de no-discriminación cubre la admisión, el acceso y el tratamiento recibido en los programas y actividades universitarios –incluyendo, pero no limitados a, la admisión académica, ayuda financiera, servicios educativos y deportes– y la solicitud a y el trato en el empleo en la universidad.

En conformidad con los requisitos del Title II de las Enmiendas Educativas de 1976, enmendando el Vocational Education Act de 1963, la Universidad se compromete a superar la discriminación sexual y los estereotipos en los programas de educación profesional.

Es más, en cumplimiento de las Guías para la eliminación de la discriminación en base a la raza, el color, la nacionalidad, el sexo y la discapacidad en programas de Educación Profesional, la falta de lengua inglesa en sí misma no será barrera para la admisión y participación en programas de educación profesional. Cualquier procedimiento de selección para programas profesionales evaluará los niveles de habilidad y destreza pertinentes al programa como criterio de admisión.

Los empleados, estudiantes u otras personas que actúen en nombre del Distrito y que actúen discriminatoriamente tal y como se define en este reglamento o en las leyes del estado o federales, están sujetos a medidas disciplinarias que pueden incluir la suspensión, el despido, la expulsión o la rescisión de contrato.

For further information, please contact Santa Barbara City College, Human Resources & Legal Affairs, 721 Cliff Drive, Santa Barbara, CA 93109-2394, Tel (805) 965-0581X 2261.
National Tutoring Association Code of Ethics

The National Tutoring Association is dedicated to providing its members with opportunities to achieve and maintain high professional standards for tutors and administrators of tutoring programs and services.

- I understand that my role as a tutor is to never do the student's work for him or her.
- I will give honest feedback to the student I serve and will not insult my student with false hope or empty flattery; I will always demonstrate faith in my student's learning abilities.
- I understand that my relationship to the student is professional and not personal.
- I will show respect for my student's cultural background and personal value system.
- I recognize that I may not have all the answers to student questions. In this event, I will seek assistance in finding answers to the student's questions and/or direct the student to an appropriate resource for the information.
- I will maintain accurate records of tutoring sessions as expected and required.
- I will respect my student's personal dignity at all times.
- I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my student to follow.
- I will keep all information about the student whom I am assigned confidential.
- I understand that my ultimate goal is to assist my student in learning how he or she best learns and to help my student develop the skills to achieve his or her best, most efficient learning.
- I will share any concerns I have with my supervisor.
- I expect to learn along with my student.
- I will keep current in both my subject area(s) and learning methodologies.
- I will remain flexible to my approach to student learning, respectful of the various learning styles.
- I will share techniques for improved study skills with my students.

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# Steps to an Effective Tutoring Session

Remember, you are not tutoring a subject (art, math, English, etc), you are tutoring a student. You goal is to guide the student through his or her own learning processes in order to foster independent learning, discovery, and confidence. Tutoring is guiding and supporting, not preaching or doing the work for the student. Use the following to keep the student in an active role during and after the tutoring session.

## Beginning Steps

<table>
<thead>
<tr>
<th>Step 1 - Greeting and Climate Setting: welcome the person, not the project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2 - Identification of task: help the student figure out what needs to be done</td>
</tr>
<tr>
<td>Step 3 - Breaking the task into parts: help the student learn the process instead of doing it for him or her</td>
</tr>
<tr>
<td>Step 4 - Identification of thought processes which underlie task: what does the student understand and where does that understanding break down?</td>
</tr>
</tbody>
</table>

## Task Steps

<table>
<thead>
<tr>
<th>Step 5 - Set the agenda for the session: agree on what you will seek to accomplish together</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 6 - Addressing the task: use resources and open ended questions to help the student get the task done</td>
</tr>
<tr>
<td>Step 7 - Tutee summary of content: confirm understanding by asking the student to summarize what was just accomplished</td>
</tr>
<tr>
<td>Step 8 - Tutee summary of underlying process: help the student’s metacognitive awareness by talking about how the work got done</td>
</tr>
</tbody>
</table>

## Closing Steps

<table>
<thead>
<tr>
<th>Step 9 – Confirmation: did you accomplish what you set out to do? Ask the student if the session met their needs and expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 10 - What’s next?: help the student identify what task or assignment is to be done at home or in the next session</td>
</tr>
<tr>
<td>Step 11 - Arranging and planning the next session: be sure to choose mutually convenient times – and honor that commitment</td>
</tr>
<tr>
<td>Step 12 - Closing and Good-bye: again, connect with person, not just the pride of accomplishing something together; leave on an encouraging note!</td>
</tr>
</tbody>
</table>
General Guidelines for SBCC Tutors

As an employee, you are expected to behave in a professional manner while working with students, even if the students are the same age as you are. Students whom you assist, in the lab, classroom, or in individual sessions, should feel comfortable and know that their needs are being met in a timely, efficient manner. You should also feel comfortable and clear about policies and practices that will ensure a safe and effective working environment. The following guidelines should be helpful to employees and students alike:

1. Your primary focus while tutoring should be on the student. Secondary focus should be the faculty and staff with whom you are working. Keep personal interruptions to a minimum during tutoring sessions. Be sure to turn your cell phone off.

2. Be on time and call well in advance if you are unable to keep your work commitment. See the staff contact list for phone numbers of supervisors. If appropriate, post a notice, or ask another employee to do so for you, in your tutorial area noting your absence.

3. Your attitude with the students and your fellow employees should always convey professional respect and courtesy. Be aware of personality and cultural differences in a way that will foster understanding, acceptance, and consideration for one another.

4. Be considerate of noise levels, behavior, or language that might compromise a learning environment. If you are working with a large group, it might be necessary to use a study room so you can carry on your discussion without interrupting others.

5. Always respect the confidentiality of the students and your fellow employees by refraining from giving out any of their personal information. Direct all such questions to your supervisor, or ask for the name of the person making the inquiry and inform your supervisor of the request.

6. Dress and personal hygiene should be consistent with what you would expect from any other professional work environment. As tutors, you are free to dress casually, but be aware of how your use of perfume, revealing clothing, or other choices may interfere with the students' comfort level and ability to concentrate.

7. Respect the personal space and learning styles of others and familiarize yourself with the SBCC sexual harassment policy. When you are working with students whom you know as friends, be aware of your dual relationship and keep your tutoring session focused on their academic goals.

8. Remember that you are helping to empower students, not do their work for them. When giving instructions, offer clear verbal directions. When offering technical assistance, allow the student to use the equipment independently. This will foster student self-reliance and reduce over-dependence on the tutor. Do not correct work, but rather assist the student in moving through the process of discovery and adjustment that comes from your use of open-ended questions, patience, wait time, and encouragement.
THE SBCC TUTOR NETWORK

You are not alone. Tutors are part of a network of academic support resources and personnel at SBCC. As you work with your tutees, remember that there are other types of assistance from which they may benefit. Get to know what other classes your tutees are taking to get a broader view of their academic interests and possible needs. Use the list of CLRC services and the list of subject and tutoring sites found at the Tutorial Center and online (http://www.sbcc.edu/learningresources/website/TutorialCenter.htm) to refer your tutees to additional resources.

Writing Tutor, CLRC (writingcenter@sbcc.edu or ext. 2663)
Writing tutors assist students in the CLRC Writing Center with essays and other papers for any SBCC course. Tutors assist students with pre-writing, organization, thesis and content development, sentence structure, essay format, and MLA and other citation guidelines. Writing Center resources and information are also available online.

Subject Tutor (Visit Tutorial Center URL mentioned above for tutor schedules and locations.)
Subject tutors may work with students from a specific class or provide drop-in assistance to any student who is taking a course in that subject (e.g., history, Spanish, accounting, etc). Subject tutors assist students in many different locations depending on the subject. Students can receive assistance with course content, exam preparation, essay content development, note taking, and other course-related issues.

Computer Tutor
Computer tutors assist in the CLRC and other computer labs across campus. Students receive help with technical problems, computer applications, options for saving their work, and other computer-related issues. Computer tutors also enforce computer and web activity guidelines for appropriateness in an academic setting.

DSPS Tutor, SS 160 (dspshelp@sbcc.edu or ext. 2364)
Disabled Students Programs and Services (DSPS) tutors work with students who have learning disabilities. Sometimes this tutoring involves special computer programs in the computer lab. DSPS tutors often work in the class and are mentored by the instructor.

STEM Tutor , CC 228 (stem@sbcc.edu or 805-730-4396)
STEM stands for Science, Technology, Engineering and Mathematics. The STEM Transfer Program’s priority is to assist Hispanic and/or low income students in creating and following a streamlined educational plan that ensures transfer to a four-year institution in a STEM area.

EOPS Tutor, SS 240 (eops@sbcc.edu or ext. 2279)
EOPS tutors assist students who are enrolled in the Educational Opportunity Program with their course material in most subject areas (e.g. Math, English, Science, etc.) as well as with program guidelines. EOPS students are mostly fulltime students, who often work and raise families as well; tutors can further support these students by referring them to additional campus resources.

Gateway Tutors, ECC 4 (gateway@sbcc.edu or ext. 4770)
Gateway tutors are assigned to specific classes and perform a variety of tutorial functions: one-on-one, small group, pre-exam review sessions, and/or in-class assistance.

Student Athlete Academic Achievement Zone, PE 214
The Student Athlete Academic Achievement Zone (AAZ) tutors assist student athletes in reaching their educational goals while attending SBCC. The program targets student athletes who are entering their first semesters at the college and who are considered academically underprepared and second-year students deemed academically at risk.
<table>
<thead>
<tr>
<th>Location</th>
<th>Subjects Tutored</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 214 – Student Athletic Achievement Zone</td>
<td>Multiple subject tutoring for SBCC athletes</td>
</tr>
<tr>
<td>BC 204</td>
<td>Accounting</td>
</tr>
<tr>
<td>Art Studios</td>
<td>Sculpture, Ceramics, Printmaking</td>
</tr>
<tr>
<td>OE 180 &amp; A 123</td>
<td>Auto</td>
</tr>
<tr>
<td>EBS 125</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>PS 112</td>
<td>Chemistry, Physics and Engineering</td>
</tr>
<tr>
<td>OE 12 &amp; 16</td>
<td>Drafting/CAD</td>
</tr>
<tr>
<td>EBS 101</td>
<td>Earth Science</td>
</tr>
<tr>
<td>ESL 5</td>
<td>ESL</td>
</tr>
<tr>
<td>SS 242</td>
<td>Multiple subjects for students enrolled in the Educational Opportunity Program</td>
</tr>
<tr>
<td>Tutorial Lab - CLRC</td>
<td>Economics, History, Philosophy, Political Science, Psychology, Sociology</td>
</tr>
<tr>
<td>Learning Resource Ctr.</td>
<td>Computer</td>
</tr>
<tr>
<td>Library</td>
<td>Computer</td>
</tr>
<tr>
<td>ECC 4 – Gateway Center</td>
<td>Gateway classes &amp; general subject tutoring</td>
</tr>
<tr>
<td>IDC 102</td>
<td>Math</td>
</tr>
<tr>
<td>Music Bldg.</td>
<td>Music</td>
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<tr>
<td>A 277</td>
<td>Nursing</td>
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<tr>
<td>HUM 303A</td>
<td>Languages</td>
</tr>
<tr>
<td>DM 139</td>
<td>Theatre Arts</td>
</tr>
<tr>
<td>Writing Center - CLRC</td>
<td>Cross discipline writing</td>
</tr>
<tr>
<td>CC 228 - STEM</td>
<td>Science, Technology, Engineering, and Mathematics tutoring primarily students enrolled in the STEM Transfer Program.</td>
</tr>
</tbody>
</table>
The DO’S of enjoying my tutoring experience...

BEFORE I start my tutoring job, I will do the following:

✓ Each semester, whether I am a new or returning tutor, I will go to the Tutorial Center in the Cartwright Learning Resources Center, Room 120, to complete an information packet.

✓ If I am a new general (non-Gateway) tutor, I will complete the Mandatory Tutor Training Workshop before I start my tutoring job. I understand that I am also highly encouraged to complete the five-week Tutor Training Seminar for which I will receive the College Reading and Learning Association certificate.

✓ If I am a new Gateway tutor, I will complete the Tutor Training Seminar my first semester of tutoring.

WHILE I am a tutor, I will do the following:

✓ I will not work in excess of my allocated hours without approval from my Supervisor.

✓ I will be on time for my tutoring sessions and will stay for the whole session. If I am going to be late or I am not able to make a tutoring session, I will call my supervisor and the Tutorial Center to inform them. I will keep tutorial cancellations to a minimum and give 24 hours notice when possible.

✓ I will focus my time and attention on tutoring. I will not read papers, run errands, instruct classes, operate labs for instructors, give tests, or talk on my cell phone.

✓ When I am tutoring as an SBCC employee, I will only tutor on-campus when school is in session and in supervised labs or areas.

✓ I understand my last week of tutoring will generally be the last week of instruction.

✓ I will submit my online timesheets by their due dates each pay period. If I miss submitting a timesheet on time, I will contact the Tutorial Center Coordinator regarding the late timesheet submission procedures.

✓ I will pick up my paycheck on or near the check issuing date. I will pick up my paycheck in the Payroll Office, in the Administration Building, Room 130.

✓ I will contact the Tutorial Center (Ext. 2667) if I have any questions.

✓ Most importantly, I will enjoy tutoring!

✓ I am aware that if I do not follow any of the above procedures or guidelines, I may be subject to dismissal.
Creative Ways to Use Tutors

Here is a list of possibilities you may want to explore with your supervisor as you work together this semester. Let us know if you are doing something successful you want to share with other instructors and tutors and we’ll include it here. Contact Donna Waggoner, Tutorial Center Coordinator, at waggoner@sbcc.edu or X 2667.

A few options for weekly tutorial times are
- requiring tutoring appointments for some or all students
- having the tutor circulate a sign-up list at the beginning of the semester for individual, pair, or small group weekly appointments
- requiring all students to see a tutor during the semester as part of their course grade
- offering extra credit for tutorial appointments
- filling out a referral form to specify what work a student is to do during a required tutorial
- arranging drop-in hours during a variety of time slots
- having the tutor meet with students to review their notes and discuss note taking strategies

In the classroom or lab, tutors can
- help facilitate small group exercises or discussions
- assist students with peer response for essay writing
- work with individual students who require additional support
- assist students to learn how to effectively utilize software, tools, etc.
- work with individual students who require additional support

During drop-in appointments, tutors can
- answer content-related questions or concerns
- assist students with study and organizational skills
- review essay drafts or work-in-progress with students
- review lecture material with students in preparation for exams, essays, or projects
- review Directed Learning Activities and short response assignments

Bring your tutor on board by
- providing tutors with directed learning activities and/or additional worksheets or exercises to use with students to help strengthen students’ content knowledge, skills, or test preparation
- developing assignments that contain a tutor component
- informing your tutor of schedule changes, tests, and assignments
- reminding your students of the tutor’s drop-in hours and/or your requirements
- letting your tutor know how he or she is doing

Keep in touch with your tutor by
- exchanging contact information and office hours
- meeting periodically to discuss tutoring arrangement and student progress

On-going communication between the instructor and tutor will ensure the most effective support of classroom instruction, course objectives, and student learning outcomes.
Encourage Students to Seek Help

SBCC offers an outstanding array of free student support services. Because many factors, both in and outside of the classroom, affect a student’s academic success, tutors can also help students meet their academic goals by sharing information about valuable campus resources. If you are unsure which services might be most helpful see an academic counselor in the Academic Skills area of the Student Services building.

ACADEMIC ASSISTANCE

Learning Resource Center (Cartwright Learning Resource Center building)
Academic assistance, video access for plus-hours, learning materials, videotapes, multimedia tools; x2670; www.sbcc.edu/learningresources

- Writing Center (Help with planning, drafting, revising): M-Th 9 a.m.-7 p.m., F 9 a.m.-3 p.m.; x2663
- Tutorial Lab: M-Th 8 a.m.-8 p.m., F 8 a.m.-4 p.m.; x2667
- Computer Commons (Available computers): M-Th 8 a.m.-8p.m., F 8a.m.-4p.m.; x2670/2658

Eli Luria Library (Cartwright Learning Resource Center building)
M - Th 7:30 a.m. -10 p.m., F 7:30 a.m.-4:30 p.m.; Sat. 12:00 p.m.-5:00 p.m.; Sun 10:00 a.m. – 10 p.m.; x2638; library.sbcc.edu

Math Lab - Individualized math assistance
Room IDC 102, M-Th 9 a.m.-6 p.m., F 9 a.m.-2 p.m., Sat. 11 a.m.-3 p.m.; x2300

Gateway to Success Program – The Gateway program provides tutoring in the classrooms and in the Gateway Center. Information on Gateway Program and classes, Gateway tutoring, counseling services: Sheila Wiley (x5156) & Jerry Pike (x2673), Program Directors; Brian Moreno (x4770), Tutor Coordinator, Student Success Center: ECC 4, M-Th 8:30 a.m. – 5 p.m., F 8:30 a.m.-12:00 p.m.

FINANCIAL ASSISTANCE

EOPS - Support Services for economically disadvantaged students
Student Services Bldg., Room SS 240; M-Th 8-6, F 8-4:30; x2279; www.sbcc.edu/eops

Financial Aid - Grants, Loans, BOGW, Work study, scholarships, counselors
Student Services Bldg., Room SS 210; M-Th 8-6:45, F 8-4:30; x2716; www.sbcc.edu/financialaid

PERSONAL HEALTH AND COUNSELING

Health Services/Wellness - Health information, first aid, over the counter medicines, Project HOPE/peer health education, insurance information
Student Services Bldg., Room SS 170; M & Th 8-4:15, T & W, 8-6, F 8-1:00; x2298; www.sbcc.edu/healthservices

- Medical Clinic: Diagnosis and treatment for acute medical issues, limited prescription medication at cost, limited low cost lab testing.
- Men’s and Women’s Clinic: Pap smear, birth control, breast exams, HIV, STD testing and treatment, pelvic exams.
- Personal Counseling is available to assist with stress management or other personal concerns.

REGISTRATION, TRANSCRIPTS, AND PETITIONS

Admissions & Records - Registration, add/drops, credit/no credit, petitions for special requests, transcripts, and academic records
Student Services Bldg., Room SS 110; M & Th 8-4:15, T & W, 8-6, F 8-1:00; x2200; www.sbcc.edu/admissions
ACADEMIC COUNSELING & ADVISING/ASSESSMENT/DISABLED STUDENT PROGRAMS & SERVICES

Academic Counseling - Educational and career goal planning, student success strategies, degree applications. Student Services Bldg., Room SS 120; M & Th 8-4:15, T & W, 8-6, F 8-1:00; x2285; www.sbcc.edu/counselingcenter

Transfer Center - Articulation/transfer to four-year institutions-universities, minority transfers. Student Services Bldg., Room SS 140; M & Th 8-4:15, T & W, 8-6, F 8-1:00; x2547; www.sbcc.edu/transfercenter

Assessment - Math, writing, reading, placement exams. Student Services Bldg., Room SS 251; M & Th 8-4:15, T & W, 8-6, F 8-1:00 (extended hours during enrollment periods); x2349; www.sbcc.edu/assessment

Disabled Student Programs & Services (DSPS) Student Services Bldg., Room SS 160, M & Th 8-4:15, T & W, 8-6, F 8-1:00; x2364; www.sbcc.edu/dsp

Athletic Counseling - Academic counseling for athletes: goal and career planning, class scheduling Room PE 212, Kathy O'Connor; Hours vary; x2322. Counseling Center/Room PE 103, Scott Brewer (x2507) & Joann Graham (x4741); M 9-11,1:30-6, W 9-11, 1:30-5:30, F 8-4:30

JOBS AND CAREER COUNSELING

Career Center - Career counseling, assessment, job referral; re-entry adults, job announcements, internships, volunteer information, Career Library Student Services Bldg., Room SS 282; M & Th 8-4:15, T & W, 8-6, F 8-1:00; x2331/2332; www.sbcc.edu/careercenter

ATHLETICS/STUDENT LIFE

Athletics - Athletic teams, coaches, game schedules Room PE 301; M-F 8-4; x2276; www.sbcc.edu/athletics

Student Life/Clubs - Student Senate, hobby, academic, special service clubs and Lost & Found Campus Center, Room CC 217; x2262; www.sbcc.edu/studentlife

MISCELLANEOUS

Bookstore M-Th 7:45-7, F 7:45-4; x4047; www.sbcc.edu/bookstore

Cashier’s Office - Parking permits, fees Student Services Bldg., Room SS 150; M & Th 8-4:15, T & W, 8-6, F 8-1:00; x2397

Housing - Bulletin board listing and housing website Campus Center, Room CC 217; M-F 8-4:30; x2262; www.sbcc.edu/housing

International Student Support Program International Education Center; M-F 8-12 and 1-4; x2240; www.sbcc.edu/international

Security/ Parking Office - Escort service, call boxes around campus M-F 8:30-4:30; Campus Security Bldg: x2264; after hours and emergency: x2400; www.sbcc.edu/security
OVERVIEW OF STUDENT SERVICES

Below is an alphabetical list of the many services and programs Santa Barbara City College offers to currently enrolled students. Please visit the SBCC web site at http://www.sbcc.edu/studentservices/ and click on a link for more information.

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<td>Clubs and Organizations</td>
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<td>Assessment Center</td>
<td>Computer Labs</td>
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<td>Associated Students Senate</td>
<td>Counseling Services</td>
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<td>Athletics</td>
<td>Degrees and Certificates</td>
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<td>Degree Audit Reporting System (DARS)</td>
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<td>CalWORKs</td>
<td>Escort, Campus</td>
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<td>Career Center</td>
<td>Food Services</td>
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<tr>
<td>Cashier’s Office</td>
<td>Instructional Programs and Requirements</td>
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<tr>
<td>Disabled Students/ Programs and Services (DSPS)</td>
<td>Information Competency Requirement (Area F)</td>
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<td>English Language Studies Program (ELSP)</td>
<td>Job Referral</td>
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<td>EOPS/CARE Program (Cooperative Agencies Resources for Education)</td>
<td>Majors</td>
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<td>Express to Success (ESP)</td>
<td>New Student Academic Advising</td>
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<td>Financial Aid</td>
<td>Parking</td>
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<td>Gateway To Success</td>
<td>Personal Safety</td>
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<td>Guardian Scholars</td>
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<td>Health and Wellness</td>
<td>Probation/Disqualification</td>
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<td>Housing</td>
<td>Referral For Support Services</td>
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<td>International Student Support Program (ISSP)</td>
<td>Student Success</td>
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<td>Learning Resource Center</td>
<td>Student Success Workshop Calendar</td>
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<td>Library, Eli Luria</td>
<td>Transcripts</td>
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<tr>
<td>Orientation Office</td>
<td>Transcript Evaluation Policy</td>
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<td>Re-entry Program</td>
<td>Transportation &amp; Parking</td>
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<td>Security</td>
<td>Web Printing</td>
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<td>Student Development Office</td>
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<td>Student Life</td>
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<td>Study Abroad</td>
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<td>Transfer Academy</td>
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<td>Transfer Achievement Program (TAP)</td>
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<tr>
<td>Transfer Center</td>
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<td>Tutorial Center</td>
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<tr>
<td>Veteran's Support Program</td>
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<tr>
<td>Writing Center</td>
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</table>
Fall 2014 Learning Skills Workshop Series

**Note Taking Strategies**  
Expand your knowledge of note taking techniques and purposes  
*September 11*

**Time Management**  
Manage your time effectively and create healthier lifestyle patterns  
*September 25*

**Overcoming Procrastination**  
Learn about causes of procrastination and create an action plan to eliminate it from your life  
*October 9*

**Test Taking Skills**  
Increase success and confidence by examining academic and emotional management techniques  
*October 23*

**Learning Styles**  
Identify your own learning styles and how to adapt them to the dominant teaching styles  
*November 6*

**Memory Techniques/Study Skills**  
Learn how to study with more confidence and efficiency through specific memory techniques and skill building  
*November 20*

**Stress Management**  
Learn to manage stress and obtain a healthier lifestyle for better overall wellness  
*December 4*

All workshops are on Thursdays in the CLRC from 1:00 -1:50 p.m.

*Facilitators: Dr. Jerry Pike, Director, LRC; Alyson Bostwick, MFT, Personal Counselor; Oscar Zavala, Academic Counselor; Margaret Prothero, English Instructor*
SBCC
Writing Center
in the CLRC

Writing Skills Workshops
Open to students from all classes.

Workshop topics include:
• Getting Started
• Writing Anxiety
• YOUR Writing Process
• Revision Strategies
• Essentials of Research
• Introduction to Citation
• MLA & APA Citation

Writing Skills Workshops are interactive: participants explore strategies, practice skills, and identify resources that support their writing and learning.
No pre-registration necessary.
Proof of attendance is available to students at the end of the workshop.

See the Writing Skills Workshop series schedule on the CLRC Writing Center Website:
http://www.sbcc.edu/clrc/writing_center/writingskillsworkshops.php
INSTRUCTOR REFERRAL FORM FOR STUDENTS

This is a form that instructors may fill out and send with a student to the tutoring session (see next page for sample form).

- Please read the instructor’s request on the Student Referral form and address these needs with the student.

- At the end of the session, write comments on the Student Referral form and give it to the student to return to the instructor.

Your comments regarding the form or ways to improve it or the process are always welcome. Contact Donna Waggoner, Tutorial Center Coordinator, waggoner@sbcc.edu or X2667.
Student Referral

To be completed by the instructor and given to the student to bring to a tutorial session

I request that this student receive tutorial assistance to support his/her efforts in my course.

Date of referral _____________ Instructor ___________________________ Ph. ext. ________
Course ____________________ Student ________________________________
Requested length of session (if applicable) _______ min. Number of sessions requested _______
Specific assignment/tasks to be addressed during tutorial(s):

Tutor Comments:

Tutor Signature ___________________________ Date _____________
TUTORING SESSION FEEDBACK FORMS FOR TUTEES

Ask your tutee if s/he would like to complete this form after each tutoring session. On the next page you will see a copy of the Tutee Feedback Form (top) and a sample completed form (bottom). This form will serve multiple purposes.

The tutee form will be used
✓ to track the number of tutees using tutoring services
✓ to assess whether or not the tutee feels he/she has gained skills to succeed in this class as a result of the session
✓ to assess tutees’ satisfaction with the tutor and the tutoring services
✓ to inform the instructor who is attending tutoring sessions
✓ to inform the instructor of the areas in which students are seeking help
✓ as a communication tool between the tutor and the instructor

It is your responsibility as a tutor
✓ to inform the student about the tutee forms
✓ to inform the student to drop the duplicate form in the deposit box

Forms, along with deposit boxes, will be located around campus at the various tutoring locations. Completed forms placed in the boxes will be picked up and restocked on a regular basis. Appropriate copies of the forms will be distributed to department supervisors and instructors.

Your comments regarding the forms or ways to improve them or the process are always welcome. Contact Donna Waggoner, Tutorial Center Coordinator, at waggoner@sbcc.edu or X 2667.

Thanks for helping to improve and sustain high quality tutoring standards.
Please fill out completely and put in the deposit box.

TUTEE: ___________________________ TUTOR: ___________________________

DATE: ___________________________ TIME IN: ___________ TIME OUT: ___________

INSTRUCTOR: ___________________________ COURSE: ___________________________

Tutee's evaluation of tutoring session:

<table>
<thead>
<tr>
<th></th>
<th>Definitely</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tutor was knowledgeable about the subject matter.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>The tutor was patient and listened well.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I have learned how to be better prepared for a tutoring session.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I have gained skills that will help me with problem solving.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>My knowledge of the course content has increased.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I have a better sense of what to do next after this tutoring session.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

Material covered/comments:  □ Assignment □ Course Content □ Project Development □ DLA
□ Learning Skills (note taking, time mgt, problem solving) □ Reading □ Language Skills □ Writing Skills
□ Other
________________________________________________________

________________________________________________________

________________________________________________________

By completing and submitting this optional form I am consenting to having a copy of this form sent to my instructor, my department tutor supervisor and to the Tutorial Center.

Tutee Signature  ____________________________________________

*******************************************************************************

SAMPLE

Please fill out completely and put in the deposit box.

TUTEE:  Tom Student  TUTOR:  Fran Tutor

DATE:  11/03/08  TIME IN:  12:15  TIME OUT:  12:45

INSTRUCTOR:  Prof. Maestra  COURSE:  History 500

Tutee's evaluation of tutoring session:

<table>
<thead>
<tr>
<th></th>
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<td>5 4 3 2 1</td>
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Material covered/comments:  □ Assignment □ Course Content □ Project Development □ DLA
□ Learning Skills (note taking, time mgt, problem solving) □ Reading □ Language Skills □ Writing Skills
□ Other  Fran assisted me with understanding the homework and showed me how to brainstorm ideas before starting my writing assignment.

By completing and submitting this optional form I am consenting to having a copy of this form sent to my instructor, my department tutor supervisor and to the Tutorial Center.

Tutee Signature  Tom Student
FIRST SEMESTER TUTORING

- The starting pay for all tutors without educational degrees or their equivalent is at level I ($9.00/hr).

- The tutor successfully completes the Tutor Training Seminar (TTS), which will result in a raise to level II ($10.06/hr) at the beginning of the second semester of tutoring.

- If TTS is not taken or successfully completed, the tutor remains at level I ($9.00/hr).
  (Note: Gateway tutors must complete the TTS within their first semester of tutoring.)

SECOND and SUBSEQUENT SEMESTERS TUTORING

- The tutor who has completed TTS starts out at level II ($10.06/hr). The tutor will increase to level III ($11.12) the third semester s/he tutors at SBCC and will remain at level III until s/he earns a degree or has acquired enough units equivalent to a degree.

- The non-Gateway tutor who did not take or successfully complete a TTS in the first semester of tutoring has the option of taking a TTS each subsequent semester of tutoring. When a TTS has been completed, the tutor will follow the above explained pay increase process.

- If the tutor does not take or successfully complete a TTS, s/he will remain at level I ($9.00/hr).
Starting pay for all tutors without degrees or their equivalent is Level I ($9.00/hr).

**Tutor 1**

First semester
Completes a TTS

Next Semester
Level II = $10.06/hr

Next Semester
Level III = $11.12/hr

Tutor stays at Level III until s/he earns a degree or has completed enough transferable units equivalent to a degree.

**Tutor 2**

First Semester
Does not complete a TTS

Next semester
Level 1 = $9.00

Completes a TTS

Never completes a TTS in any subsequent semester

Tutor remains at Level I ($9.00) until s/he earns a degree or has completed enough transferable units equivalent to a degree.
Would having access to SBCC's library resources help you tutor students?

Inquire at the Library about getting a library card or at the Tutorial Center for more information.
Employment Regulations, Timesheets and Pay Dates
Acceptance of Employment by all SBCC Student Employees.

A. All Student Employees may not work more than 175 calendar days during a fiscal year (July 1 - June 30). Employment during intersessions and Summer session applies toward this limit.

B. All Student Employees are limited to 8 hours per day, 5 days a week (Monday – Sunday), 19.5 hours per week of employment during Fall, Spring and Summer semesters (if student is enrolled for Summer Session) and 1,000 hours per fiscal year (July 1 – June 30).

C. Student Employees may work in excess of 19.5 hours per week (not to exceed 8 hours per day, 5 days a week or 40 hours per week) during intersessions or Summer session if they are not enrolled in Summer Session and if there are sufficient funds and the department has the need for the assistance. The ability to work these longer hours during intersessions and Summer session does not constitute a guarantee that FWS and GSE students will be given such employment.

D. During the academic year, FWS and GSE students must be enrolled in a minimum of 6 units during the semester in which they work. International students must be enrolled in a minimum of 12 units.

E. During the Summer or intersession, FWS and GSE students do not need to be enrolled, but must be pre-enrolled at SBCC in a minimum of 6 units in the subsequent term (12 units for International Students).

F. Hours worked beyond those permitted in these rules or hours worked beyond those authorized by the supervisor will be considered voluntary and will not be compensated. Hours worked in excess of these rules and/or in excess of those authorized by a supervisor may not be “banked” and paid during a pay period when fewer hours are worked.

G. A Student Employee may have more than one job on campus, but the combined hours from all jobs must not exceed the limits described above.

H. If a FWS or GSE student will conclude all SBCC work during an intersession or Summer session, the student may work during that intersession or Summer session without being pre-enrolled in the subsequent SBCC session or semester if he/she is enrolled in at least ½ unit during that final intersession or Summer session. International students are not eligible to work in the summer unless they qualify under D or E above.

Acceptance of Hourly Staff Employment at SBCC

Hourly Staff are employees hired on a temporary basis to work no more than 19.5 hours per week, and no more than 175 days per fiscal year, to fulfill a temporary need for the District. As a short-term hourly employee, you are not considered a regular employee of the District, and do not receive any employee benefits (i.e., sick pay, vacation pay, medical/dental, etc.). If your assignment extends to 175 days in a fiscal year, you will be terminated once that limitation is reached.

- Hourly Staff employees may not work more than 175 calendar days during a fiscal year (July 1 - June 30). Employment between terms and during Summer term applies toward this limit.
- Hourly Staff employees are limited to 8 hours per day, 19.5 hours per week of employment during Fall, Spring and Summer terms and 1,000 hours per fiscal year (July 1 – June 30).
- Hours worked beyond those permitted in these rules will be considered voluntary and will not be compensated. Hours worked in excess of these rules and/or in excess of those authorized by a supervisor may not be “banked” and paid during a pay period when fewer hours are worked.
- Hourly Staff employees may have more than one job at SBCC, but the combined hours from all jobs must not exceed the limits described above.

Applicable for both student and hourly staff employees:

I understand that this is “at will” employment. This means that I may be released at any time without notice or reason and I may resign my position at any time without notice or reason. I agree to work within the procedures described above. I will file time sheets that accurately report the hours worked. I understand that I must report all hours on the days actually worked. I understand that falsification of timesheets may be considered grounds for termination.
REGULATIONS REGARDING WORK HOURS FOR PERMANENT, HOURLY & STUDENT EMPLOYEES

Per Human Resources, the labor laws are the same for students as they are for hourly staff as they are for permanent classified staff.

WORK 6 HOURS OR MORE:

If you are scheduled to work 6 hours or more in a day, you must take a 30-minute, non-paid, work-free meal break during the 6 hours (somewhere in the middle of your shift, not at the end of it).

Student & Hourly Workers
If you want to earn 6 hours pay, you must be here for 6.5 hours since you must clock out for a 30 minute break somewhere in the middle of your shift. If you do not want to take a 30-minute break, then you will be scheduled to work only 5.5 hours.

You also are entitled to a separate, paid 15-minute break within the first 4 hours worked.

Student, Hourly & Permanent Staff
If you want to earn 8 hours pay, you must be here for 8.5 hours. You cannot skip or postpone your 30-minute break until the end of your 8 hours and say, “I’m taking it the last half hour” and leave duty ½ hour earlier than scheduled. Similarly, if you take a 1-hour meal break, you will leave the job 9 hours after you arrived in order to earn 8 hours pay. You cannot skip your 30 minute break.

You are also entitled to two separate, paid 15-minute breaks during your shift, each to be taken within a stretch of 4 hours. You cannot skip or postpone these breaks or combine them.

WORK 4 HOURS OR MORE:

For each period of 4 hours you work in a day, you must take a 15-minute break sometime during the middle of those 4 hours (not at the end of your shift), but you are paid for this time and you do not clock out for this break. You cannot skip your 15 minute break(s).

WORK FEWER THAN 4 HOURS

If you work fewer than 4 hours, you are not entitled to a 15 minute break.

TAKE YOUR BREAKS!

- They are important for your mental, physical & emotional well-being.
- They help your focus & concentration & your ability to manage stress.
- They allow you to work & assist others with patience & presence.
Direct Deposit for Payroll checks is available for all!

Instructions:

- **Pick up a form** (available in the Payroll and HR Offices) OR, make a copy of the form on the next page.

- **ONLY Complete middle portion** of form (leave bottom part blank).

- **Attach one of the required account documents**
  - voided check (do not attach a check deposit slip), or
  - copy of savings account statement

- **Return form along with required document to the Payroll Office in person or by U.S. mail only. For your protection, do not email completed PDF forms to Payroll.**
  - The address for returning form by U.S. mail is: Santa Barbara City College, Payroll Office, 721 Cliff Drive, Santa Barbara, CA 93109.
  - DO NOT MAIL TO THE COUNTY EDUCATION OFFICE ADDRESS THAT IS ON THE FORM.

- **PLEASE NOTE:** It will be at least one month before the direct deposit actually takes effect. Until then, your check will be distributed to you in the usual manner (i.e. pick up or mailed, according to your initial request).

- **Direct deposit stub distribution:** Once established, direct deposit stubs will be
  - placed in individual campus mail box for adjuncts.
  - mailed to Continuing Education adjuncts, CLL teachers, hourly staff and student workers.

Direct Deposit Cautions:

- Notify Payroll immediately if closing account.

- If you need to close your account, you should avoid closing it the last week of a month.

- It can take up to 10 business days before you receive your check.
Authorization for Payroll Direct Deposit

Participating in Payroll Direct Deposit service is voluntary. By signing this agreement, I authorize the Santa Barbara County Education Office (SBCEO) and/or my employer to automatically deposit my net pay into my account each regular payday and, as necessary, make corrections to previous deposits. I understand that:

- Payroll direct deposit service takes effect one month after a successful preauthorization. For example, if submission of the preauthorization takes place in August, I will receive a warrant (check) in August and my payroll direct deposit service will begin in September, unless the preauthorization test fails.
- My direct deposit service may be suspended or rescinded by my employer or SBCEO, if necessary, to meet payroll deadlines or due to other conditions.
- I am responsible for a court ordered withholding amount, even if the amount is not deducted from my direct deposit.
- My direct deposit service will stop if my position requires a credential and if I have not renewed my expiring credential at least 30 days prior to the next payroll.
- It is my responsibility to notify my employer if I close my account; and, if my deposit cannot be credited to my closed account, I agree to wait until my employer receives the returned funds before receiving payment. This may take seven banking days.
- It is my responsibility to ensure that my net pay is properly credited to my account before issuing any debits against my account.

I agree to hold harmless and indemnify my employer and SBCEO, and their employees, from any claim or demand of whatever nature, including those based upon negligence, brought by any person, including any financial institution, for failure or delay in making deposits and/or corrections to deposits as herein authorized.

This authorization replaces any previously made by me and remains in effect until I cancel or submit a new authorization.

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REQUIRED FROM EMPLOYEE

- Brokers account - Attach brokerage firm’s form that identifies your account and routing number.
- Checking account - Attach voided check displaying your account and routing number. Do not attach a deposit slip because routing numbers are incomplete.
- Savings account - Attach a copy of statement or other documents displaying your account and routing number.

Check one: New Change Cancel

Employee’s name

Employee’s signature

Social Security number

Date

Santa Barbara City College

District / Employer’s name

---

EMPLOYER ACTION

52

District Category Social Security number Check digit

C

Routing number Account number

S/Savings

5E5-38 Rev 0211
Online Timesheet Instructions

To access the online timesheet system:

1) Go to the SBCC website: http://www.sbcc.edu/

2) Click on Pipeline.

3) Enter your user name and password. Then click on “SUBMIT”.

4) If you don’t know your user name and password, click on “Find my username/password” and follow the directions.
5) Click on the “work” tab.

6) Click on “Enter Timesheet System”.

7) Open the timesheet and enter the number of hours worked on the appropriate day. Make sure to round minutes to quarter hours:
   - 15 minutes = .25
   - 30 minutes = .50
   - 45 minutes = .75
   For example, 1 hour and 30 minutes = 1.5

8) Click “Save”. Click “Approve” when you have finished working for that pay period and are ready to submit your hours for supervisor approval and payment.

9) If you miss the timesheet submission deadline, you will need to go to the Tutorial Center to complete a late paper timesheet, which will be paid with the next pay period.

10) You can also watch a timesheet instruction video by going to the Tutorial Center web site and scrolling down to “Timesheet Instruction Video” or go to the URL http://www.sbcc.edu/clrc/tutorial_center/index.php.
# 2014 - 2015

**Payroll Schedule for Part-Time Staff and Students**

<table>
<thead>
<tr>
<th>PAY PERIOD</th>
<th>TIME SHEETS DUE TO SUPERVISOR</th>
<th>PAYDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 11 - July 10, 2014</td>
<td>Friday, July 11, 2014</td>
<td>Thursday, July 31, 2014</td>
</tr>
<tr>
<td>July 11 - Aug. 10, 2014</td>
<td>Monday, August 11, 2014</td>
<td>Friday, August 29, 2014</td>
</tr>
<tr>
<td>Aug. 11 - Sept. 10, 2014</td>
<td>Thursday, September 11, 2014</td>
<td>Tuesday, September 30, 2014</td>
</tr>
<tr>
<td>Oct. 11 - Nov. 10, 2014</td>
<td>Wednesday, November 12, 2014</td>
<td>Wednesday, November 26, 2014</td>
</tr>
<tr>
<td>Nov. 11 - Dec. 10, 2014</td>
<td>Thursday, December 11, 2014</td>
<td><strong>Tuesday, December 30, 2014</strong></td>
</tr>
<tr>
<td>Jan. 11 - Feb. 10, 2015</td>
<td>Wednesday, February 11, 2015</td>
<td>Friday, February 27, 2015</td>
</tr>
<tr>
<td>Feb. 11 - March 10, 2015</td>
<td>Wednesday, March 11, 2015</td>
<td>Tuesday, March 31, 2015</td>
</tr>
<tr>
<td>March 11 - April 10, 2015</td>
<td>Monday, April 13, 2015</td>
<td>Thursday, April 30, 2015</td>
</tr>
<tr>
<td>May 11 - June 10, 2015</td>
<td>Thursday, June 11, 2015</td>
<td>Tuesday, June 30, 2015</td>
</tr>
</tbody>
</table>

**NOTE:** TIME SHEETS SUBMITTED AFTER THE DUE DATE ARE SUBJECT TO PAYMENT ON THE FOLLOWING SCHEDULED PAY DATE.

**STUDENTS & HOURLY:** You can pick up your check at the Payroll Office, Adm. Bldg. 130, after 12:00 p.m.

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**To access your timecard:**

1. Log in to Pipeline
2. Click on the Work tab
3. Follow the timesheet directions listed on the left