CLRC Tutor Supervisor Handbook

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

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Extension</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.</td>
<td>2671</td>
</tr>
<tr>
<td></td>
<td>Writing Center</td>
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<tr>
<td>Barbara Freeman</td>
<td>Supervisor</td>
<td>2666</td>
</tr>
<tr>
<td>Julio Martinez</td>
<td>Media Technician</td>
<td>2669</td>
</tr>
<tr>
<td>Ivonne Ornelas</td>
<td>Sr. Office Assistant</td>
<td>2663</td>
</tr>
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<td></td>
<td>Writing Center</td>
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<tr>
<td>Dr. Jerry Pike</td>
<td>Director</td>
<td>2673</td>
</tr>
<tr>
<td>Regina Reese</td>
<td>Lab Teaching Asst.</td>
<td>2658</td>
</tr>
<tr>
<td></td>
<td>Computer Lab</td>
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<tr>
<td>Therese Schweidler</td>
<td>Lab Teaching Asst.</td>
<td>2658</td>
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<td></td>
<td>Computer Lab</td>
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<tr>
<td>Beth Taylor-Schott</td>
<td>Lab Teaching Asst.</td>
<td>2671</td>
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<td></td>
<td>Writing Center</td>
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<tr>
<td>Tutorial Center Coordinator</td>
<td></td>
<td>2667</td>
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</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 ext. 2667.
CLRC staff provide free, friendly, and dependable support to all SBCC students, faculty, and staff in a studious environment that fosters concentration, collaboration, and resourcefulness.

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/
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>EOPS/CARE Program (Cooperative Agencies</td>
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<td>Resources for Education)</td>
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<td>International Student Support Program</td>
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<td>(ISSP)</td>
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<tr>
<td>Learning Resource Center</td>
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<td>Library, Eli Luria</td>
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<td>Orientation Office</td>
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<td>Security</td>
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<td>Student Development Office</td>
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<td>Student Life</td>
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<td>Transfer Academy</td>
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<td>Transfer Achievement Program (TAP)</td>
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<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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<td>Writing Center</td>
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Cartwright Learning Resources Center
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/dsps

**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
SBCC Employment Information
**Hourly Tutor Hiring Process**

Department Chair/Faculty (Tutor Supervisor) determines need for tutors, works with Tutorial Center on fund allocation, and determines whom to hire. Potential tutor is sent to the Tutorial Center each semester to complete paperwork whether a new or returning tutor.

**Hourly Tutor**
Not enrolled at SBCC with minimum of 6 units

**New Tutor**

Supervisor directs Tutor to the Tutorial Center to start hiring process.
- Tutor supplies Tutorial Center Coordinator with tutoring schedule (days and times).
- Tutorial Center Coordinator initiates the Personnel Authorization Form process.

Tutorial Center Coordinator sends Tutor to HR with the Intent to Hire Form.
- Tutor completes employment paperwork with HR. Should bring I-9 verification documents (original SS card and driver's license preferred.)

HR notifies Tutorial Center Coordinator when paperwork is complete.

**Returning Tutor**

Supervisor directs Tutor to the Tutorial Center to complete the Returning Tutor Information Form.
- Tutor supplies Tutorial Center Coordinator with tutoring schedule (days and times).

**Hourly Tutor is hired and is ready to report to Supervisor to begin work.**

**Human Tutor is hired. Once the tutor completes the mandatory tutor training, the Tutorial Center Coordinator will email the supervisor to say that the tutor is ready to begin work.**
Department Chair/Faculty (Tutor Supervisor) determines the need for tutors, works with Tutorial Center on fund allocation, and determines whom to hire (emails list of tutors to Tutorial Center). Potential tutor is sent to the Tutorial Center each semester to complete paperwork whether a new or returning tutor.

New Tutor

Non-International Student (enrolled in at least 6 units at SBCC)

International Student (enrolled in at least 12 units at SBCC)

Student goes to the Tutorial Center, retrieves tutor training info and starts hiring process.

Intern'l Students: Intern'l Advisor contacted to verify work eligibility.

Supervisor directs Tutor to the Tutorial Center to complete the Returning Tutor Information Form.

Student supplies Tutorial Center Coordinator with tutoring schedule (days and times).

Student is hired and is ready to report to Supervisor to begin work.

Student proceeds to Human Resources to complete employment paperwork.

Student returns completed Information Packet.

Supplies:
- I-9 verification (original SS card and driver’s license or student ID preferred)
- Student needs to apply for Social Security Card if does not have one.

The student is hired. Once the tutor completes the mandatory tutor training, the Tutorial Center Coordinator will email the supervisor to say that the tutor is ready to begin work.

Student returns completed Information Packet.

Supplies documentation:
- Passport
- Visa
- I-20
- SS Card
- Student ID or driver’s license
SUPERVISORS:

You can expedite the tutor hiring process each semester by making copies of the following Tutor Information Form. Complete it for each prospective tutor and send it with the tutor to the Tutorial Office. Please advise NEW tutors to also bring their social security card and a picture ID.

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

**Tutorial Center**

**Tutor Information Form**

The instructor or department tutor supervisor completes the form below. The tutor returns it to the Tutorial Center.

I am hiring ______________________________________________________________

Print student’s name

to tutor ________________________________________________________________

Course(s)

**Tutoring Hours**: (e.g. 3:00-4:00)

Monday ______________________________________________________________

Tuesday ______________________________________________________________

Wednesday ___________________________________________________________

Thursday _____________________________________________________________

Friday ______________________________________________________________

Saturday ______________________________________________________________

**Tutoring Location**: __________________________________________________

/  
Print tutor supervisor’s name

Department

/  
Tutor supervisor’s signature

Date
TUTOR TRAINING

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 an 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
TUTOR TRAINING SEMINAR

- 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

Spring 2016—Choose one of six seminars

Tuesday (02/02-03/01) 3:00-5:00 p.m. Press Box 1 Sheila Wiley
Wednesday (02/03-03/02) 3:30-5:30 p.m. Press Box 1 Barb Freeman
Friday* (02/05-03/11) 12:00-2:00 p.m. Press Box 3 Allison Chapin
Monday (02/08-03/14) 6:00-8:00 p.m. Press Box 1 Jerry Pike
Tuesday (03/01-04/05) 6:00-8:00 p.m. Press Box 1 Adam MacDougall
Thursday (03/03-04/07) 3:00-5:00 p.m. Press Box 1 Brian Moreno

* Math focus

Gateway Tutors

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

To sign up for a seminar call 805-965-0581 X 2667.
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>
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<td>Introduction to Tutoring #1</td>
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<tr>
<td>5155</td>
<td>The First Session #2</td>
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<tr>
<td>5155</td>
<td>The Tutorial Plan #3</td>
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<tr>
<td>5155</td>
<td>Diagnosis and the Socratic Method #4</td>
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<tr>
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<td>Diagnosis Through Observation #5</td>
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<td>Managing Group Tutorials #7</td>
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<td>5157</td>
<td>Bridging the Cultural Gap #9</td>
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<tr>
<td>5157</td>
<td>Tutoring Physical Sciences #10</td>
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<tr>
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<td>Tutoring Social Sciences #11</td>
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<td>5157</td>
<td>Tutoring Humanities #12</td>
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<tr>
<td>5158</td>
<td>Tutoring the Writing Process #13</td>
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<td>5158</td>
<td>Tutoring ESL #14</td>
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<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>
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<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, 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.
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 inter-sessions 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. Please refer to the CSEA agreement, Article 7.4 for detail.

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.
TUTOR PAY RATE INCREASE CRITERIA AND PROCESS

FIRST SEMESTER TUTORING

- The starting pay for all tutors without educational degrees or their equivalent is at level I ($10.00/hr).

- The tutor successfully completes a Tutor Training Seminar (TTS), which will result in a raise to level II ($11.18/hr) at the beginning of the second semester of tutoring.

- If the TTS is not taken or successfully completed, the tutor remains at level I ($10.00/hr).
  (Note: All Gateway tutors must complete the TTS within their first semester of tutoring. If they don’t, they won’t be eligible to tutor for Gateway the following semester.)

SECOND and SUBSEQUENT SEMESTERS TUTORING

- The tutor who has completed the TTS starts out at level 2 ($11.18/hr). The tutor will increase to level III ($12.35) 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 the TTS in the first semester of tutoring has the option of taking the TTS each subsequent semester of tutoring. When the TTS has been completed, the tutor will follow the above explained pay increase process.

- If the tutor does not take or successfully complete the TTS, s/he will remain at level I ($10.00/hr).
Starting pay for all tutors without degrees or their equivalent is Level I ($10.00/hr).

**Tutor 1**

First semester
Completes TTS

Next Semester
Level II = $11.18/hr

Next Semester
Level III = $12.35/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 TTS

Next semester
Level 1 = $10.00

Next semester
Level III = $12.35/hr

Completes TTS

Never completes TTS in any subsequent semester

Tutor remains at Level I ($10.00) until s/he earns a degree or has completed enough transferable units equivalent to a degree.
# STUDENT/HOURLY TUTOR CLASSIFICATIONS I - VI

Below are the pay rates and basic requirements for each level.

<table>
<thead>
<tr>
<th>Level</th>
<th>Entry wage</th>
<th>Basic Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Hourly I</td>
<td>$10.00</td>
<td>New tutor, preferably referred by instructor on the basis of skills assessment in subject areas requiring specialized skill and content knowledge; completion of entry-level mandatory tutor training requirements. <strong>All Gateway tutors must successfully complete a Tutor Training Seminar (TTS) within their first semester of tutoring in order to be re-hired. All tutors who want to be considered for Student/Hourly II must successfully complete the TTS.</strong></td>
</tr>
<tr>
<td>Student/Hourly II</td>
<td>$11.18</td>
<td>Level I or equivalent tutor experience in assigned content area, including entry-level mandatory tutor training requirements, PLUS successful completion of the Tutor Training Seminar (TTS).</td>
</tr>
<tr>
<td>Student/Hourly III</td>
<td>$12.35</td>
<td>Level II or equivalent tutor experience in assigned content area, including all Level II requirements</td>
</tr>
<tr>
<td>Student/Hourly V</td>
<td>$15.88</td>
<td>Level III or equivalent tutor experience in assigned content area preferable, including all required training, PLUS <strong>AA</strong> degree, or comparable relevant college level coursework.</td>
</tr>
<tr>
<td>Student/Hourly VI</td>
<td>$17.06</td>
<td>Level V or equivalent tutor experience in assigned content area preferable, including all required training, PLUS <strong>BA, BS</strong>, or comparable relevant college level coursework.</td>
</tr>
</tbody>
</table>

* Tutors who successfully complete a TTS earn tutor certification from CRLA (College Reading and Learning Association/International Tutor Program).
TUTORING INFORMATION
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 Department, Room 130, in the Administration Building.

- 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.
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.
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.
## SBCC TUTORING LOCATIONS

<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&lt;br&gt;Ceramics&lt;br&gt;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&lt;br&gt;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 Extended Opportunity Programs &amp; Services (EOPS)</td>
</tr>
<tr>
<td>Tutorial Lab - CLRC</td>
<td>Economics&lt;br&gt;History&lt;br&gt;Philosophy&lt;br&gt;Political Science&lt;br&gt;Psychology&lt;br&gt;Sociology &amp; other subjects</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>
</tr>
<tr>
<td>A 277</td>
<td>Nursing</td>
</tr>
<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>
Steps to an Effective Tutoring Session

Remember, you are not tutoring a subject (art, math, English, etc), you are tutoring a student. Your 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.

<table>
<thead>
<tr>
<th>Beginning Steps</th>
<th>Task Steps</th>
<th>Closing Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong> - Greeting and Climate Setting: welcome the person, not the project</td>
<td><strong>Step 5</strong> - Set the agenda for the session: agree on what you will seek to accomplish together</td>
<td><strong>Step 9</strong> – Confirmation: did you accomplish what you set out to do? Ask the student if the session met their needs and expectations</td>
</tr>
<tr>
<td><strong>Step 2</strong> - Identification of task: help the student figure out what needs to be done</td>
<td><strong>Step 6</strong> - Addressing the task: use resources and open ended questions to help the student get the task done</td>
<td><strong>Step 10</strong> - 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><strong>Step 3</strong> - Breaking the task into parts: help the student learn the process instead of doing it for him or her</td>
<td><strong>Step 7</strong> - Tutee summary of content: confirm understanding by asking the student to summarize what was just accomplished</td>
<td><strong>Step 11</strong> - Arranging and planning the next session: be sure to choose mutually convenient times – and honor that commitment</td>
</tr>
<tr>
<td><strong>Step 4</strong> - Identification of thought processes which underlie task: what does the student understand and where does that understanding break down?</td>
<td><strong>Step 8</strong> - Tutee summary of underlying process: help the student’s metacognitive awareness by talking about how the work got done</td>
<td><strong>Step 12</strong> - 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>
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 the Tutorial Center Coordinator at 805-965-0581 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

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On-going communication between the instructor and tutor will ensure the most effective support of classroom instruction, course objectives, and student learning outcomes.
Spring 2016 CLRC Learning Skills
Workshop Series

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

Memory Techniques/Study Skills
Learn how to study with more confidence and efficiency through specific memory techniques and skill building
February 25

Time Management
Manage your time effectively and create healthier lifestyle patterns
March 10

Test Taking Skills
Increase success and confidence by examining academic and emotional management techniques
March 24

Growth Mindset
Explore how mindset affects success by focusing on how your brain learns and discussing the particular activities/practices that best help our brains learn
April 7

Learning Styles
Identify your own learning styles and how to adapt them to the dominant teaching styles
April 21

Stress Management
Learn to manage stress and obtain a healthier lifestyle for better overall wellness
May 5

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; Margaret Prothero, English Instructor; Pam Guenther, Math Instructor
<table>
<thead>
<tr>
<th>Workshop Series</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting Started</strong></td>
<td>Thursday, January 28th</td>
</tr>
<tr>
<td>Explore strategies and resources to understand any type of writing assignment and get started on the right track.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Anxiety</strong></td>
<td>Thursday, February 4th</td>
</tr>
<tr>
<td>Stop avoiding the blank page. Develop techniques to increase writing confidence.</td>
<td></td>
</tr>
<tr>
<td><strong>Your Writing Process</strong></td>
<td>Thursday, February 18th</td>
</tr>
<tr>
<td>There is more than one way to write a paper. Explore different approaches for identifying what works for you.</td>
<td></td>
</tr>
<tr>
<td><strong>Revising Strategies</strong></td>
<td>Thursday, March 3rd</td>
</tr>
<tr>
<td>Improve revision skills by learning to check for clarity and correctness in your academic writing.</td>
<td></td>
</tr>
<tr>
<td><strong>Exploring Poetry</strong></td>
<td>Thursday, March 17th</td>
</tr>
<tr>
<td>Celebrate National Poetry Month and connect with the muse in this fun and casual workshop.</td>
<td></td>
</tr>
<tr>
<td><strong>Essentials of Research</strong></td>
<td>Wednesday, April 13th</td>
</tr>
<tr>
<td>Develop a comprehensive plan for writing a research paper and learn how to find and evaluate sources.</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction to Citation</strong></td>
<td>Thursday, April 14th</td>
</tr>
<tr>
<td>Learn how to identify source information and understand why and when to cite.</td>
<td></td>
</tr>
<tr>
<td><strong>MLA Citation</strong></td>
<td>Wednesday, April 27th</td>
</tr>
<tr>
<td>Learn how to format your paper, build your works cited page, and integrate in-text citations.</td>
<td></td>
</tr>
<tr>
<td><strong>APA Citation</strong></td>
<td>Thursday, April 28th</td>
</tr>
<tr>
<td>Learn how to format your paper, build your reference page, and integrate in-text citations.</td>
<td></td>
</tr>
</tbody>
</table>

All workshops are 1:00-2:00 pm in the Cartwright Learning Resources Center.
Facilitators: Michelle Detorie and Beth Taylor-Schott, Writing Center Coordinators; Sally Chuah and Ellen Carey, Reference and Instruction Librarians
Open to all students; no pre-registration necessary. Arrive in time to secure a seat; limited to 36 participants each session.
INSTRUCTOR REFERRAL FORMS FOR STUDENTS

These forms were created as helpful tools for you to use in referring students to a tutorial session. The following pages can be used as master copies for duplication as needed. Please fill out the form and send it with the student to the tutoring session.

Please note that the Writing Center has its own version of the referral form. For more information about the Writing Center and for an electronic version of its referral form visit the Writing Center web site at


Your feedback is very important. Let the Tutorial Center Coordinator, know what you think about the forms and how they might be improved.
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 ___________

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Writing Center Student Referral by Instructor

Date of referral __________________________  Instructor ____________________________
Student ________________________________  Course ________________________________

The student needs to work on:

<table>
<thead>
<tr>
<th>Prewriting:</th>
<th>Essay Draft:</th>
<th>Sentence Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Assignment analysis</td>
<td>□ Thesis development</td>
<td>□ Grammar</td>
</tr>
<tr>
<td>□ Brainstorm/Cluster</td>
<td>□ Analysis</td>
<td>□ Word choice</td>
</tr>
<tr>
<td>□ Outlining</td>
<td>□ Conclusion</td>
<td>□ Sentence structure</td>
</tr>
<tr>
<td>□ Research</td>
<td>□ Introduction</td>
<td>□ Punctuation</td>
</tr>
<tr>
<td></td>
<td>□ Essay structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Paragraph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Record additional comments on back. You will be sent a Session Record form after the student’s visit.

To be prepared for a Writing Center tutorial session, students should bring with them:

- this completed referral form
- their valid SBCC student ID (required)
- the writing assignment
- current and prior drafts of their work
- any texts that may assist the tutor in understanding the essay content

Writing Center Student Referral by Instructor

Additional instructor comments:

Instructors may contact the Writing Center at writingcenter@sbcc.edu or call x-2663.
The tutor is to ask the tutee if s/he would like to complete this feedback form after each tutoring session. On the next page you will see a copy of the Tutee Feedback Form. 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

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 the Tutorial Center Coordinator.

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>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>
</tr>
<tr>
<td>The tutor was patient and listened well.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>I have learned how to be better prepared for a tutoring session.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>I have gained skills that will help me with problem solving.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>My knowledge of the course content has increased.</td>
<td>5 4 3 2 1</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>
</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

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

---

SAMPLE

Please fill out completely and put in the deposit box.

TUTEE:  Tom Student  TUTOR:  Fran Tutor

DATE:  01/03/06  TIME IN:  12:15  TIME OUT:  12:45

INSTRUCTOR:  Prof. Maestra  COURSE:  History 500

Tutee’s evaluation of tutoring session:  

<table>
<thead>
<tr>
<th>Definitely</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tutor was knowledgeable about the subject matter.</td>
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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
Timesheets and Pay Dates
The last day of each pay period is the 10\textsuperscript{th} of the month. To use the online timesheet system:

1) Go to the SBCC website: \url{http://www.sbcc.edu/}

2) Click on Pipeline.

3) Enter your \textbf{username and password}. Then click on “LOGIN”.

4) Once logged in to Pipeline, click on “\textbf{Employee}”.

5) Click on “\textbf{Pay & Benefits}”.

6) Under “\textbf{Timesheets}” on the right side of the screen, click on “\textbf{Enter Timesheet System}”.

7) You will see several options. Open the timesheets you want to review. Make sure you:
   a) Click on the tutor’s highlighted name in order to view the monthly timesheet.
   b) Look over the timesheet to make sure the days and hours submitted are correct. Has the tutor submitted all the hours worked for that pay period?
   c) Make sure that minutes are rounded to quarter hours:
      
      \begin{align*}
      15 \text{ minutes} &= .25 \\
      30 \text{ minutes} &= .50 \\
      45 \text{ minutes} &= .75 \\
      \end{align*}
   d) Scroll to the bottom of the timesheet to make sure the tutor has approved the timesheet.

8) Click “\textbf{Approve}” if you agree with the hours submitted on your tutor’s timesheet. \textit{Do not approve a timesheet with zero hours on it}. Logout of the system.
Supervisors can see all the online time sheets submitted and thus add up the hours for the semester. Note that this does not include any paper time sheets submitted.

1. You enter the time sheet system through Pipeline as if you were going to approve time sheets.

2. Click on the second box-like icon on the far left hand side of the screen (Query).

3. Under "Timesheet Inquiry", click on "Timesheets".

4. Click on "Students", "Hourly Staff" or "All" depending the employment status of your tutor or if you would like to see all your tutors.

5. You can either click on "Go" (upper right hand side) or you can select one of your tutors by "Name". Type in the tutors last name followed by an asterisk (e.g. waggoner*) and then click "Go".

6. The result is a list of each time sheet for each pay period.

7. You can also click on the highlighted items in the list to get more information or see the actual time sheet.
# 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><strong>June 11 - July 10, 2015</strong></td>
<td>Monday, July 13, 2015</td>
<td>Friday, July 31, 2015</td>
</tr>
<tr>
<td><strong>July 11 - Aug. 10, 2015</strong></td>
<td>Tuesday, August 11, 2015</td>
<td>Monday, August 31, 2015</td>
</tr>
<tr>
<td><strong>Aug. 11 - Sept. 10, 2015</strong></td>
<td>Friday, September 11, 2015</td>
<td>Wednesday, September 30, 2015</td>
</tr>
<tr>
<td><strong>Sept. 11 - Oct. 10, 2015</strong></td>
<td>Monday, October 12, 2015</td>
<td>Friday, October 30, 2015</td>
</tr>
<tr>
<td><strong>Oct. 11 - Nov. 10, 2015</strong></td>
<td>Wednesday, November 11, 2015</td>
<td>Monday, November 30, 2015</td>
</tr>
<tr>
<td><strong>Nov. 11 - Dec. 10, 2015</strong></td>
<td>Friday, December 11, 2015</td>
<td>Wednesday, December 23, 2015</td>
</tr>
<tr>
<td><strong>Dec. 11 - Jan. 10, 2016</strong></td>
<td>Monday, January 11, 2016</td>
<td>Friday, January 29, 2016</td>
</tr>
<tr>
<td><strong>Feb. 11 - March 10, 2016</strong></td>
<td>Friday, March 11, 2016</td>
<td>Thursday, March 31, 2016</td>
</tr>
<tr>
<td><strong>March 11 - April 10, 2016</strong></td>
<td>Monday, April 11, 2016</td>
<td>Friday, April 29, 2016</td>
</tr>
<tr>
<td><strong>April 11 - May 10, 2016</strong></td>
<td>Wednesday, May 11, 2016</td>
<td>Tuesday, May 31, 2016</td>
</tr>
<tr>
<td><strong>May 11 - June 10, 2016</strong></td>
<td>Monday, June 13, 2016</td>
<td>Thursday, June 30, 2016</td>
</tr>
<tr>
<td><strong>June 11 - July 10, 2016</strong></td>
<td>Monday, July 11, 2016</td>
<td>Friday, July 29, 2016</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.