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LASSO Center
Mission & Goals

Our Mission

Oklahoma State University is committed to increasing access to education and creating a nurturing environment where creativity thrives. OSU maintains its philosophy that education should be affordable and success attainable for any student.

Our Goals

The LASSO Center aims to serve all students in the pursuit of their academic and lifelong goals.
To achieve this, the LASSO Center offers both advising and programming to help students transition to independence by promoting academic and personal success though the formation of close mentorships and personal connections with the University.

A Welcome to the LASSO Tutoring Center

Dear LASSO Tutors,

It is with much excitement that we welcome you to your position as a Tutor for the upcoming academic year. We know you will have a tremendous impact on many of the students you work with this semester, and we cannot wait to see how you are able to help them achieve academic success!

This resource manual will provide you with information you will need throughout the year but please remember our doors are always open to answer any questions or work with you through any concerns.

As peer leaders on campus, we would like to remind you about the high expectations both the LASSO Center and Oklahoma State University have for you, especially in the tutoring setting. Please remember to model the highest standards of professionalism, patience, and academic integrity while working with students.

We are very excited to have you as part of the team. Have a great year!
LASSO Tutoring Center Information

Location: Classroom Building 021

Hours of Operation

Monday—Wednesday: 8 AM-9 PM
Thursday—Friday: 8 AM-6 PM
Sunday: 12—6PM

Front Desk: (405) 744-3309
Monty Stallings, Assistant Director: (405) 744-2449
Scott Alexander, Coordinator for Tutoring and Supplemental Instruction: (405) 744-5020
Mike Seaman, Coordinator for Academic Success Coaching: (405) 744-2451
Madison Tupper, Graduate Teaching Assistant (Tutoring): (405) 744-3915
Courtney Webb, Graduate Teaching Assistant (Supplemental Instruction): (405) 744-2392
Christine Giles, Administrative Support Specialist: (405) 744-2448

Academic Development Center (ADC) Information

Location: Kerr-Drummond Hall Mezzanine

Hours of Operation:
Sunday—Thursday: 3—9 PM

For more information about the ADC Drop-In Tutoring Schedule, visit:
http://reslife.okstate.edu/vac/ and click on “Tutoring Hours at the ADC”
Tutoring Defined

(Adapted with permission from University of Tennessee SSC)

The term “tutor” carries a collection of nuanced definitions, accompanied by differing degrees of expectations depending upon which definition one subscribes to.

A variance of interpretation can therefore be anticipated, both by those who fill the role of “tutor” and by those that who take advantage of “tutoring” services.

Dictionary.com defines a “tutor” as:

1. a person employed to instruct another in some branch or branches of learning, especially a private instructor.
2. a teacher of academic rank lower than instructor in some American universities and colleges.
3. a teacher without institutional connection who assists students in preparing for examinations.

While these definitions have similarities, there are significant contrasts as well. As a “tutor”, do you consider yourself a “private instructor”? Are you a “teacher of lower academic rank than an instructor”? Is your primary purpose to help students in “preparing for examinations”?

What do you consider to be your role as a tutor? What are your responsibilities towards students/”tutees”? What does “being a tutor” mean to you?

Take a minute or two to list five things that you associate with “tutoring”:

1. 

2. 

3. 

4. 

5.
Now, turn to a neighbor and compare your lists. What items overlap? Which items are different?

After comparing lists, take a few minutes to work with your partner to write out your own definition of “tutor”.

---

**The LASSO Philosophy of Tutoring**

The LASSO Tutoring Center holds to the belief that tutors are NOT teachers or course instructors. Tutors ARE facilitators focused on assisting students to broaden their understanding of course content. We DO NOT replace instructors or professors. We work to compliment the instructor’s expectations in order to maintain consistency in messaging to the student. A LASSO tutor acts as a guide who navigates their tutees towards a better understanding of how to become a successful student. We strive to make tutees INDEPENDENT LEARNERS through assessment of their abilities, questioning, discussion, modeling, and practice. The responsibility of learning rests on the STUDENT. A LASSO tutor walks beside as a supporter to helping them achieve growing success as a student.
**LASSO Tutor Responsibilities**

**Job Summary**

The primary function of LASSO tutors is to provide excellent tutoring services to students currently enrolled at Oklahoma State University. Tutors are expected to display a passion for their subject area(s) and exhibit skill in reinforcing knowledge of course content while engaging students in their process of becoming independent learners through a variety of creative methods. LASSO tutors are held to the highest standard of professionalism and conduct and should always serve as model students. LASSO tutors work within a diverse university community and are expected to operate with high regard for all students and co-workers. Tutors are also expected to complete mandatory LASSO trainings throughout the academic year and assist the LASSO Center with organizational functions, as needed.

**Basic Job Qualifications & Requirements**

All LASSO Tutors must:

- Be a current undergraduate student at Oklahoma State, a current graduate student at Oklahoma State, or a recent graduate from Oklahoma State University in good standing
- Meet the employment criteria set by the University
- Have a minimum 3.0 cumulative GPA in 30 or more completed credit hours
- Have completed a minimum of 12 credit hours at Oklahoma State (except for graduate students)
- Have an “A” or “B” earned in every course for which you are tutoring, with an “A” being strongly preferred
- Be available for tutoring sessions a minimum of 5 hours per week
- Complete a hiring interview with the Tutoring Coordinator
- Attend and participate in all mandatory tutor trainings

**Key Job Responsibilities**

- Work collaboratively with students to encourage independent learning
- Assist students with the acquisition of student success skills (study skills, learning strategies, etc.)
- Create and manage a positive learning environment for students
- Adhere to all University and LASSO policies & procedures
- Act in a professional manner at all times
- Manage and maintain your tutoring schedule responsibly
- Check e-mail and tutor tracking system daily and respond accordingly
- Communicate with students and staff regarding schedule changes & cancellations
- Complete paperwork (timesheets, self-evaluations, etc.) in a timely manner
- Maintain academic integrity
- Keep current on your subject/content area(s)
- Be available for LASSO Center initiatives (ex. promotion/canvassing), as needed
Peer Tutor Pay Scale

- Undergraduate students (employed with LASSO for less than one academic year): $9.00/hour
- Undergraduate students (employed with LASSO for one academic year with all training requirements completed): $10.00/hour
- Graduate students and recent graduates: $10.00/hour
LASSO Tutor Responsibilities

1. **Sign in to and review AccuTrack DAILY by accessing https://tutor.okstate.edu**
   a. Maintain your tutoring schedule and ensure its accuracy. Pay attention to your schedule to avoid unnecessary conflicts and availability issues.
   b. Check the website **every night after 9 PM** to view your upcoming appointments.
   c. Keep your contact information up-to-date in AccuTrack. Make sure that your e-mail address, telephone number(s) and other pertinent information are current.
   d. Check your OSU e-mail and/or other contact e-mails regularly for information and updates sent from the LASSO Tutoring Center.

2. **Keep current with course material**
   a. Review course descriptions and syllabi for the course(s) you are tutoring for on a regular basis (once per semester, at minimum). Stay up-to-date on course expectations and directives. The Center has a syllabi collection, provided by the Colleges, for you to access. We also have textbooks available for checkout behind the front desk.
   b. Refresh yourself on the core of your subject area(s) each semester. Conduct your own personal material reviews to help ensure that you don’t develop any skill gaps or atrophies.
   c. In the event that you come across an area of deficiency in your knowledge base during a session, don’t panic. Take the opportunity to model good problem solving skills for your tutees and transparently go through the appropriate steps to find solutions alongside your student.

3. **Submit all necessary paperwork in timely and complete manner**
   a. Banner Timesheets are due **every other Friday by 10 AM**. Please note the timesheet deadlines listed on the “Timesheet Deadline/Important Dates” page in this manual. Timesheets not submitted by the deadline are subject to a payroll delay. Late pay submissions can add 4-6 weeks to processing time.
   b. Banner Timesheets need to include comments in for each entry. These comments need to include the individual appointment number (“Rec_id”) for each appointment. Comments should also note any student “no-shows” or appointment coverage for another tutor. See the instructions in your “New Hire” packet for more details.
   c. Christine Giles (x 2448) will be acting as our Banner Timesheet approval proxy. If your timesheet has errors to be corrected, expect an e-mail from Christine outlining those issues. Please make sure to correct any errors in a timely way to avoid processing delays.
   d. Tutors are expected to participate in a one-on-one staff feedback and evaluation interview **once per academic year**. These meetings are helpful in highlighting areas for
LASSO Tutor Responsibilities

professional development, program improvements and expansion, will help determine future training topics and overall program initiatives. Meetings will be scheduled with staff members in the spring semester each academic year.

4. **Assist the LASSO Tutoring Center with service improvement**
   a. The LASSO Tutoring Center is always open to your constructive feedback of how we can improve services to our students and help you in helping others. If you see a need or have a need, please contact Scott (744-5020) or Madison (744-3915) and we’ll work together to find resources and solutions.
   b. At the conclusion of each and every tutoring session, please encourage your student(s) to fill out and turn in a Feedback Form to one of the marked “Feedback” boxes in the Center (located in CLB 021 and CLB 027). Session feedback forms will be addressed with tutors as needed by the Coordinator to ensure continued accountability and service improvement.

5. **Manage your relationships responsibly**
   a. Tutors should enter each session focused on the student. Remember to practice the essentials of beginning, managing, and ending the session successfully (see manual). Provide positive feedback throughout your time with the tutee and address their needs from a holistic approach. Communication and collaboration are key!
   b. Practice common courtesy with tutees. When you have to cancel an appointment with a student, please adhere to the procedures outlined below.
      i. If you have to cancel an appointment **outside of 24 hours** of the scheduled appointment time, follow these steps:
         1. Cancel the appointment from the appointment scheduling website (tutor.okstate.edu). Make note of the student’s name.
         2. Send an e-mail to the student alerting them that you are canceling the appointment and provide an alternative course of action (ex. suggest times that you are available for appointments later in the week, point them back to our website to find another tutor, etc.). In the e-mail, please direct the student back to our scheduling website (tutor.okstate.edu). **When you send this e-mail, carbon-copy the tutoring e-mail box** (tutoring@okstate.edu)
      ii. If you have to cancel an appointment **within 24 hours** of the scheduled appointment time, follow the steps outlined above with this **additional step**:
         1. The morning of your missed appointment(s), call the front desk by no later than 8:30 AM to let our front desk staff know of the cancellation(s). You can reach the front desk at (405) 744-3309. Our
LASSO Tutor Responsibilities

front desk staff will mark your absence on the daily log and begin to identify and pursue tutors who can come in to cover for you.

c. In your relationships with tutees, co-workers and LASSO staff, remember to treat others with respect at all times. Address any conflicts or issues with the Coordinator and/or appropriate University staff.

6. Manage your time/schedule

a. Tutors need to keep track of their schedule using the Center’s AccuTrack system and make any necessary changes to their schedule, alerting LASSO staff and tutees as needed. Remember to check the website every night after 9 PM to see your appointments for the following day. Please do not trust e-mail notifications to confirm your tutoring schedule. In our experience, e-mails are often undeliverable (due to complications from AccuTrack communicating with both OSU IT systems and our institutional e-mail providers). Check the website (tutor.okstate.edu) every night after the 9 PM cut-off to confirm your schedule for the following day.

b. Tutors need to be available for tutoring at least 5 hours per week and no more than 20 hours per week (for international students) or 30 hours per week (for domestic students). Exceptions to the 5-hour minimum need to be discussed with Scott.

c. Tutors are required to wait 15 minutes before declaring a “no-show”. Our front desk staff will be our official time-keepers and inform you when a “no-show” has occurred. Make sure to note the “no-show” on your Banner Timesheet comment for that appointment.

d. Tutors need to be conscious of time management within a session and work through the tutoring process based upon your time parameters.

e. If you have back-to-back sessions with different students, make sure you leave time at the end the session with one student and transition well into your next session.
University Academic Integrity Policy

The following sections are taken directly from the Oklahoma State University Academic Integrity Policy:

An institution’s reputation and intellectual freedom depend on its uncompromising commitment to the ideal of academic integrity. OSU is committed to instilling and upholding integrity as a core value. This policy embodies OSU’s dedication to maintaining an honest academic environment and ensures fair resolution of alleged violations of academic integrity.

**Students are expected to:**

1. Understand and uphold the academic integrity guidelines established by the University and the instructor.

2. Present their own work for evaluation by their instructors.

3. Appropriately cite the words and ideas of others.

4. Protect their work from misuse.

5. Accept responsibility for their own actions.

6. Treat instructors and members of the Academic Integrity Panel with respect when violations of academic integrity are examined or appealed.

7. Trust instructors and members of the Academic Integrity Panel to enforce the academic integrity policy and procedures.

**Behaviors that violate the fundamental values of academic integrity may include but are not limited to:**

a. Unauthorized collaboration

b. Plagiarism

c. Multiple submissions

d. Cheating on examinations

e. Fabricating information

f. Helping another person cheat

g. Unauthorized advance access to examinations
h. Altering or destroying the work of others

i. Fraudulently altering academic records

These behaviors may subject the student to disciplinary action including receiving a failing grade on assignment, examination or course, receiving a notation of a violation of academic integrity on the transcript, and suspension from the University. Serious violations discovered after a student graduates may lead to revocation of a degree. These behaviors are described in detail in the Academic Integrity Guidelines.

Oklahoma State University’s Academic Integrity policy identifies behaviors that violate the fundamental values of academic integrity. These behaviors are described below:

a. Unauthorized Collaboration: Completing an assignment or examination with other students, turning in work that is identical or very similar to others’ work, or receiving help on assignments without permission of the instructor. This may also include excessively relying upon and borrowing the ideas and work of others in a group effort.

b. Plagiarism: Presenting the written, published or creative work of another as the student’s own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials. The following are examples of plagiarism:

   * Copying another student’s assignment, computer program or examination with or without permission from the author.
   * Copying another student’s computer program and changing only minor items such as logic, variable names, or labels.
   * Copying or paraphrasing material from an Internet or written source without proper citation.
   * Copying words and then changing them a little, even if the student gives the source.
   * Verbatim copying without using quotation marks, even if the source is cited.
   * Expressing in the student’s own words someone else’s ideas without giving proper credit.

c. Multiple Submissions: Submitting substantial portions of the same academic work for credit to more than one class (or to the same class if the student repeats a course) without permission of the instructors.

d. Cheating on Examinations: Gathering unauthorized information before or during an examination from others, using notes or other unapproved aids during an examination, failing to observe the rules governing the conduct of examinations (for example, continuing to work on an examination after time is called at the end of an examination), or having another student to take an examination for the student.

e. Fabricating Information: Making up references for a bibliography, falsifying laboratory or research data (for example, tampering with experimental data to obtain “desired” results or creating results for experiments that were not done), or using a false excuse for an absence or an extension on a due date.

f. Helping Another Person Cheat: Providing information about an examination to another student (for example, sending an electronic message with answers during an examination), giving unauthorized help on assignments, or failing to prevent misuse of work by others (for example, allowing another student to copy an examination, assignment, or computer program). A student must take reasonable care that
examination answers are not seen by others or that term papers or projects are not plagiarized or otherwise misused by others. This category also includes taking an examination on behalf of another student.

g. **Unauthorized Advance Access to Examinations:** Obtaining an advance copy of an examination without the instructor’s permission or getting questions and answers from someone who took the examination earlier.

h. **Altering or Destroying the Work of Others:** Changing or damaging computer files, papers or other academic products that belong to others.

i. **Fraudulently Altering Academic Records:** Altering graded papers, computer materials/records, course withdrawal slips, or academic documents. This includes forging an instructor or adviser signature and altering transcripts.

Please visit Oklahoma State University’s Academic Integrity website to view the University’s complete academic integrity policy.

The website also provides valuable academic integrity resources, including “Tips to Prevent Cheating”, “Plagiarism Resources” and more.

LASSO Tutors should make their tutees aware of University academic integrity policy and report any violations, suspected or known, to the Tutoring Coordinator.

**The OSU Academic Integrity website is:**

http://academicintegrity.okstate.edu/
The LASSO Tutoring Center adopts the OSU Commitment to Academic Integrity statement as our Center’s Integrity Pledge. By signing below, you are making a personal and professional pledge to adhere to and uphold University academic integrity policy both as a student and as an employee with the LASSO Tutoring Center.

The OSU Commitment to Academic Integrity:

I will respect OSU's commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community.

Name (printed):

Signature:

Date: ______________________________

Please sign and keep the copy labeled “Student Copy” as a reminder of your commitment to uphold academic integrity at all times.

Please sign and turn in the copy labeled “LASSO Copy”. The “LASSO Copy” will be kept in your employee file as a record of your commitment to the Integrity Pledge.
OSU Commitment to Academic Integrity

(LASSO Copy)

This page intentionally left blank
The LASSO Tutoring Center adopts the OSU Commitment to Academic Integrity statement as our Center’s Integrity Pledge. By signing below, you are making a personal and professional pledge to adhere to and uphold University academic integrity policy both as a student and as an employee with the LASSO Tutoring Center.

The OSU Commitment to Academic Integrity:

I will respect OSU's commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community.

Name (printed):

__________________________________

Signature:

__________________________________

Date: ________________________________

Please sign and keep the copy labeled “Student Copy” as a reminder of your commitment to uphold academic integrity at all times.

Please sign and turn in the copy labeled “LASSO Copy”. The “LASSO Copy” will be kept in your employee file as a record of your commitment to the Integrity Pledge.
The LASSO Center staff strives to excel in adhering to the highest level of conduct, both personally and professionally. As LASSO tutors and key members of the LASSO team, we hold you accountable to that same standard of excellence in your service to students, your relationships with co-workers and staff, and your role as a representative of LASSO & Oklahoma State University.

The following are key expectations we have for all LASSO tutors:

- Maintain your academic health and integrity. We expect tutors to maintain an overall GPA of at least 3.0 and maintaining a 3.0 in all courses for which you are offering tutoring services. We also expect that you will abide by strict adherence to all University policies pertaining to academic integrity. This includes (but is not limited to): not cheating on any coursework, not violating plagiarism rules, not completing work for another student, etc.

- Conduct yourself in a professional manner at all times while “on-duty”. Do not use inappropriate language with students, co-workers, or staff. Do not engage in inappropriate conversation or joking in the LASSO Tutoring Center or offices.

- Be fully present in your tutoring sessions. Refrain from using cell phones or other electronic devices during your appointment(s) that might interfere with students’ learning opportunities. Give your student(s) your undivided attention and your best efforts.

- Be mindful of others. Be aware of your volume in the Tutoring Center and office. Don’t do anything that will distract those around you from maximizing their time and experience in the Center.

- Honor others’ time. Be responsible to manage your schedule and keep track of your appointments. Be punctual and arrive 5 minutes early to your appointment(s). Conduct each session in a manner that takes full advantage of the time you have with your student(s). Remember that their time and effort is valuable, just as yours is.

- Monitor your personal behavior and respect the boundaries of tutor/student relations. All tutors are expected to abide by University policy concerning sexual harassment and student conduct.

- Respect the privacy rights of students. Do not release any student information or discuss individual tutoring sessions with anyone except the Tutoring Coordinator or Tutoring GTA. Do not request any personal information from the student, unless it the information is needed solely for tutoring purposes.

- Respect others’ differences. We expect that you will be aware that your co-workers and tutees may ascribe to different lifestyle choices or worldviews, come from different backgrounds, and operate by different belief systems from your own. Please consider this as you interact with
people in the Center. Do not assume that everyone thinks or believes as you do and be sensitive to those differences as you relate to others.

- Create a positive learning environment for your tutee(s). Be invested in the learning process of each student. Model outstanding student behaviors. Ask good leading questions and practice good listening skills.

- Act in the best interest of your tutee(s) always. Foster their learning by assisting them in grasping concepts, methods and skills. Don’t create dependence by doing work for them or supplying them with old notes, tests, or quizzes. Do what is right by them as individuals who are growing in their abilities to learn independently. Act in ways that promote their overall well-being. Report any issues or problems to the Tutoring Coordinator.

- Adhere to the LASSO Tutoring Center Integrity Pledge and uphold the standard that it espouses at all times.
Family Educational Rights & Privacy Act (FERPA) Basics

(This information was taken directly from the OSU Registrar’s website, www.registrar.okstate.edu. Additional information available on website)

What is FERPA?

FERPA is the Family Educational Rights and Privacy Act of 1974. The essence of FERPA is to give a student the right to inspect his or her education records and to protect the privacy of these records. The statute applies to any educational agency or institution that receives funding under any program administered by the Secretary of Education.

What are education records?

Education records are defined as records which contain information directly related to a student and are maintained by an educational institution or by a party acting for the institution. Examples are enrollment and grade records, applications for university scholarships, financial aid records, bursar records and information contained in the SIS system.

Education records do NOT include: sole possession documents (such as personal notes or “memory joggers” created and maintained by individual faculty/staff); law enforcement records; employment records where employment is not tied to student status; medical records; and records containing information about an individual that are created after he/she is no longer a student at that institution (i.e., alumni records).

When do FERPA rights begin?

A student’s FERPA rights begin with his or her registered attendance at OSU. Attendance need not be physical, such as in cases of correspondence and distance learning courses. Applicants who are denied admission or who are admitted but never attend are not covered under FERPA. There is no end point for FERPA rights—as long as the student is living.

Student rights under FERPA

Right to inspect/review

A student has a right to inspect and review any education record to which he or she is permitted under this policy. Education records are maintained in a number of University offices. Requests to review records must be made in writing to the responsible official of each office which maintains the records who shall comply with the request within 45 days upon receipt.

Right to challenge the content of education records

A student who wishes to challenge the content of the educational record may do so by submitting a written request to the official responsible for maintaining the record, with such request specifying the
content being challenged, the grounds for the challenge, and the exact action being sought. If the official grants the request, the change(s) will be made. If the request is denied, the student will be informed and will be given the opportunity to add an explanation to the record and/or appeal the official’s decision. See OSU Policy 2-0701 for details.

Right to have some control over the disclosure of information from education records

This includes the student’s right to prevent the disclosure of directory information.

Right to file a complaint

Students have the right to file a complaint with the U.S. Department of Education if the student believes that the University has failed to comply with the requirements of FERPA. The complaint must be made within 180 days of when the infraction was discovered, and there must be sufficient evidence to prove the violation. The written complaint should be sent to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

Access to student education records

FERPA protects the privacy of education records. School officials may not disclose personally identifiable information about students or permit inspection of their records without written permission from the student, unless such action is covered by certain exceptions permitted by FERPA.

Examples of record release with written permission from students are:

- Request to send a transcript to a third party (through the Registrar’s Office)
- One-Time Authorization to Release Educational Information (Registrar)
- Student Consent for Parental Access to Educational Records (Registrar)

Annual notification to students

Students are notified annually of their FERPA rights in the OSU Catalog (Registrar section). In addition, this notification is provided three times per year in the student enrollment guide.

Summary:

Employees of the LASSO Tutoring Center are bound by the parameters of FERPA and are expected to respect the privacy rights of students guaranteed within its contents. Tutors are not allowed to disclose the personal & academic information of tutees to others. Tutors are not allowed to discuss a tutoring session in public. If you ever have any questions about FERPA, please contact the Coordinator or GTA.

Additional FERPA training is available to count towards your required 10 hours of training.
The LASSO Tutoring Center adamantly enforces and upholds the University’s Gender Discrimination and Sexual Harassment Policy.

The following sections are taken directly from the Oklahoma State University policy:

It is the policy of Oklahoma State University (OSU) that unlawful gender discrimination in any form, including sexual harassment of faculty and staff, or other forms of gender discrimination as referenced by Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e (Title VII), and Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 (Title IX), is prohibited in the workplace and in the recruitment, appointment, and advancement of employees. Gender discrimination of students, including sexual harassment, as referenced by Title IX, is prohibited in and out of the classroom and in the evaluation of students’ academic or work performance. This policy is in keeping with the spirit and intent of various federal guidelines which address the issue of fair employment practices, ethical standards and enforcement procedures.

The University encourages victims to report instances of gender discrimination prohibited by Title IX or Title VII, including but not limited to, sexual assault or other sex offenses, either forcible or nonforcible in nature. In addition to internal grievance procedures, victims of criminal gender discrimination (e.g., sexual assault or harassment) are encouraged to file complaints or reports with campus police or local law enforcement agencies as soon as possible after the offense occurs in order to preserve evidence necessary to the proof of criminal offenses. The OSU Police Department is available to assist victims in filing reports with other law enforcement agencies.

All students, members of the faculty, and non-faculty staff personnel are required to comply with the policy and procedures outlined to address complaints about gender discrimination, sexual harassment and sexual assault. In addition to the procedures outlined in this policy statement, discrimination and harassment complaints may be filed with the U.S. Equal Employment Opportunity Commission (involving employment) or U.S. Department of Education, Office for Civil Rights (involving education programs or activities). Any complaint of gender discrimination or sexual harassment filed under the University’s policy shall be processed even if the complainant also files a complaint or suit with an outside agency, U.S. Equal Employment Opportunity Commission, or U.S. Department of Education, Office for Civil Rights. Retaliation against anyone who makes a complaint or participates in the complaint process will not be tolerated.

The University is committed to providing an environment of study and work free from gender discrimination and sexual harassment as prohibited by Title VII and Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding gender discrimination and sexual harassment, including sexual assault. The University reserves the authority to independently deal with gender discrimination, sexual harassment, and sexual assault issues whenever
becoming aware of their existence, regardless of whether informal or formal complaints have been lodged by persons complaining of such issues.

INFORMATION AND ASSISTANCE

The University will (1) respond to every complaint of gender discrimination, sexual harassment, or sexual assault reported, (2) take action to provide remedies when gender discrimination, sexual harassment, or sexual assault is discovered, (3) impose appropriate sanctions on offenders in a case-by-case manner, and (4) protect the privacy of all those involved to the extent it is possible. The above actions will apply to the extent permitted by law or where personal safety is not an issue.

Any individual who believes he/she may have experienced gender discrimination, including sexual harassment, or who believes that he/she has observed such actions taking place, may receive information and assistance regarding the University’s policies and responsive processes from any of the following offices:

1. Director of Affirmative Action / Title IX Coordinator
   408 Whitehurst Hall 405-744-5371

2. Student Conduct Officer
   326 Student Union Building 405-744-5470

3. Vice President of Student Affairs
   201 Whitehurst Hall 405-744-5328

4. System Senior Vice President
   101D Whitehurst Hall 405-744-5627

If an apparent conflict of interest prevents use of the assistance of the above offices, the person complaining of gender discrimination, sexual harassment, or sexual assault may request assistance directly from the Office of the President, 107 Whitehurst Hall (405-744-6384).

GENDER DISCRIMINATION AND SEXUAL HARASSMENT DEFINITIONS

"Gender discrimination" is unequal or disadvantageous treatment of an individual or group of individuals based on gender. Sexual harassment is a form of illegal gender discrimination.
"Sexual harassment," as prohibited under federal and state law and University policy, is defined as unwelcome conduct of a sexual nature, and may include unwelcomed sexual advances, sexual assaults, or requests for sexual favors. This and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

A. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;

B. submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual; or

C. such conduct is sufficiently serious that it has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment. Harassment does not include verbal expressions or written material that is relevant and appropriately related to course subject matter or curriculum, and this policy shall not abridge academic freedom or the University's educational mission.

Tutors are expected to reflect understanding of and adherence to this University policy at all times and in all areas of conduct with tutees, co-workers, staff, and any other person(s).

Make your students aware of this policy and report any instances of misconduct to the appropriate University staff.

You may view the entirety of the University’s Gender Discrimination and Sexual Harassment policy by visiting the Office of Equal Opportunity’s website.

The website is: http://eeo.okstate.edu/
The LASSO Tutoring Center aims to create an environment conducive to mutually-enriching exchanges between tutors and tutees in all aspects of their experience in the Tutoring Center. We expect student tutors to take the lead in setting forth personal and professional standards that will encourage tutees in their engagement with you (their tutor) and the subject(s) and materials needed to assist them in their ongoing pursuit of student success.

One component to our Center’s professional standard is observing the affect that our dress and appearance has on the overall tutor-tutee experience. We expect that student tutors will maintain a professional appearance that will support positive tutor-tutee interactions and uphold the image of the LASSO Center. Remember that you are representing both the LASSO Center and Oklahoma State University; therefore appropriate dress and demeanor are expected in the workplace. Tutors should remember to regard their work with the LASSO Tutoring Center as a privilege and treat their employment in that manner at all times.

The LASSO Tutoring Center dress code is as follows:

1. Always dress appropriate to the task. As a student tutor, you must always be aware of what you are transferring to the tutee non-verbally as well as verbally. Presenting personal care in your appearance and dress transmits a non-verbal message of preparation and readiness for the task(s) ahead in your session(s).
2. All clothing should be clean, tasteful and neat. Tutors should always exercise proper grooming habits. Remember that you are representatives of the LASSO Tutoring Center while you are on-duty.
3. Suggestive or potentially offensive and/or distracting clothing is never appropriate work attire. Remember that you are serving a remarkably diverse student population. Modesty in your dress is always suitable.
4. Ball caps are not allowed to be worn by tutors during a session as they interfere with eye contact between tutors and tutees.
5. Skirts and shorts shall be worn at an appropriate and acceptable length for sitting, standing and bending so that undergarments shall not show. No undergarments of any kind should be visible at any time.
6. Practice discretion in your appearance. We trust you to exhibit responsibility in your choice of attire and appearance. If you have questions about the appropriateness of your dress, please consult with the Coordinator or GTA. Staff will consult with you in the event you arrive to work in attire outside of the Center’s professional standard.

Violations of this dress code will be addressed on a case-by-case basis by the Coordinator.
The LASSO Tutoring Center provides resources and services to any undergraduate student at Oklahoma State University seeking assistance with their course work. Tutoring assistance through the Center may range from assisting a student in furthering their grasp of course concepts, aiding in their understanding of homework assignments, or providing preparatory help in advance of an exam or quiz.

One of our goals for student tutors is for tutors to function as facilitators in the learning process of students with the desired outcome of students becoming more independent learners. With that goal in mind, we don’t want tutors to provide answers to students, but rather help them arrive to the answer themselves as a result of a collaborative tutoring process. This also means that tutors are not meant to “rescue” students, but instead help provide the means by which they can “rescue” themselves as they discover and produce solutions that will make them successful.

The LASSO Tutoring Center strives to provide and promote superior tutoring services to any and all Oklahoma State University students who avail themselves of our resources.

Here are some basic characteristics and habits that a superior tutor should possess:

**DO**

**DO Be Punctual:** The tutor is expected to arrive 5 minutes prior to the start time of their tutoring appointment. The practice of punctuality helps set the stage for your session in many ways, both for you and for your student(s).

**DO Be Prepared:** Come into your session prepared for your appointment(s). This includes knowing in advance who you are meeting and which course(s) your student has signed up to receive your assistance in. Bring along appropriate resources that will enhance your session outcomes.

**DO Be Honest:** Be upfront with your student/tutee when you don’t know about a particular concept or process in their course materials. Trying to “fake” your way through will only frustrate and harm your student and will ultimately hurt your reputation and credibility as a tutor. If you don’t understand something, be honest and work toward finding a solution.
**DO Be an Assistant:** Don’t give your student/tutee the answer(s) to a problem or assignment. Instead, dialogue about what they do know/grasp and begin to work from there. You are there to support their learning process and help them become independent learners, not to be an answer bank.

**DO Be Positive:** Approach the subject for which you are tutoring with enthusiasm. Your student may already have a negative mindset about the course, so infuse your session with your personal passion for the subject. Also, provide your tutee with positive feedback as they work through the materials and problems that brought them to you. Praise their progress, however big or small.

**DO Be Willing to “Meet the Student Where They Are”:** You will encounter students from many different academic backgrounds, with varying degrees of understanding of the course material and with diverse collections of learning styles. Be available to meet them at their particular point of need and adjust your tutoring approach accordingly to help them achieve personal success.

**DO Be Mindful of Learning Styles & Learning Needs:** Tutors need to be aware of their personal learning styles and be able to assess the core learning styles of their tutee(s), allowing tutors to adjust their methods appropriately. Students/tutees may also present specific learning needs and/or disabilities. Tutors should respond by providing resources to the student and encouraging the student to access the services they need. Tutors are always encouraged to consult with LASSO staff in the endeavor to connect students to University services.

**DO Be a Model of Academic Excellence:** Model superior student behaviors for your tutees to emulate during your session(s). Share your specific course experiences and approaches with tutees that they might gain from your perspective. Offer them a variety of strategies. Be aware of the transference of skills between you and your tutee and make sure that you are investing good habits and methods into them. Take care to maintain a strong academic life in your personal studies.

**DO Be Expectant:** Enter into your session with tutees expecting that they have made an attempt at their homework/assignment/problem. Expect that your tutee is coming to you
having already grappled at grasping the material and is in need of your skills as an assistant in their learning process.

**DO Be a Good Listener:** Practice active listening skills so that you can better assess tutees’ misconceptions and errors. Good listening skills will also allow you to gauge the student’s understanding of the material as you dialogue throughout your session. You can then respond accordingly to assist your student at their point of need.

**DO Be an Encourager:** Encourage students to be active participants in their own learning process. Seek to involve students in each step. You do not want students to rely on you all the time. Encourage them to put forth personal effort in your session. Provide students with the means to find solutions and encourage them to use those tools to produce a positive result. If the student struggles, continue to encourage them to persist in the process.

**DO Be Patient:** This is one of the most important characteristics a tutor can demonstrate toward their tutee(s). Never act annoyed toward a student if they display a lack of understanding of the material. Instead, act patiently with them and be aware of their pacing needs. Don’t rush. Allow for appropriate silence to allow your student to reflect on the material and assimilate new information.

Just as there are many “do’s” in tutoring, there are also several “don’ts”.

Here is a list of things that tutors should **NOT DO!**

**DON’T**

**DON’T act as an instructor:** As a tutor, you are meant to help and assist students in becoming more independent learners. You are not meant to teach the material, but instead enhance, enrich and encourage students’ understanding. Be aware of this in your approach to tutoring.

**DON’T contradict the course instructor:** Be careful not to go against the particular methods and processes put forth by the individual course instructors. Instead, explain the material in a way that compliments the professor’s expectations. You can present or suggest a secondary
approach to ensure understanding and grasp of the material, but always operate within the framework of the instructor’s expectations.

**DON’T be condescending:** Avoid “talking down” to a student. Be aware of your tone and your non-verbal communication with tutees. Make sure that you always treat the student as you would want to be treated; with respect, kindness, and understanding.

**DON’T be discouraging:** Challenge your tutee(s) to persevere and push towards excellence in their coursework. Encourage students to practice strong study skills. Don’t “bad-mouth” a professor with or to a student. Equip them to succeed in their work under that instructor.

**DON’T compromise academic integrity:** Never do a student’s work for them. Always uphold the ethical standards of the LASSO Center and Oklahoma State University. Never supply a student with your personal notes, copies of old exams, or any illegally obtained copyrighted materials. Make sure your tutee understands the parameters of plagiarism.

**DON’T be a distraction:** In your session(s), make sure that you create an environment conducive to learning. Remove any items that might cause a distraction. Keep your cell phone on silent or vibrate and place it in your bag, purse, or pocket. Don’t engage in distracting behaviors. Watch your body language. Remain focused on your student and the task(s) at hand. Remember, you are expected to serve as a student role model.

**DON’T violate student confidentiality or other University policies:** Please consult this manual or with LASSO staff concerning issues of confidentiality and other pertinent school policies.

**Words of Wisdom from “Veteran” Tutors**

- “My advice in regards to professionalism is to show up for your appointments on time. If you have to cancel an appointment with a student, e-mail them immediately, offer them other times you are available and direct them to the tutoring website to re-schedule”—Matt Church, LASSO Peer Tutor
- “With practices of professionalism, I think the most important thing is what you wear and how you present yourself. If you don’t present yourself in a pleasant manner, then you most likely aren’t going to make a good connection which could hurt the tutee’s experience”—Katlin Ramy, LASSO Peer Tutor
There are some things you might consider doing to help prevent difficult tutoring situations from arising.

- Communicating the standards of behavior and attitude that must apply within the LASSO Tutoring Center and in the tutor/tutee relationship
- Building trust, team building (this includes fellow tutors and staff)
- Use and refer to college policies and posted information within the center. If you and your tutees know the policies and responsibilities, it will be easier to deal with difficult interactions.
- Provide students with examples of appropriate behavior by acting professionally and courteously.
- Always consult with the Coordinator when needed, or refer student directly to the Coordinator.

Disclosure

- *Appropriate* levels of disclosure are important for building trust, both among students and between yourself and your students. Maintain a professional attitude.
- Never try to bluff your students if you do not know the answer to a question; honesty is part of appropriate disclosure and shows respect for your students. Admit when you need help and seek assistance by consulting the Coordinator, GTA, fellow tutors or resource material.

**Tricky Tutorial Situations**

If you are going to experience difficult tutorial interactions, are there ways of identifying them in advance and preparing for them? Yes, there are. Here are some examples and some suggestions for dealing with them.

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<th>ISSUE</th>
<th>STRATEGIES</th>
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| Students experiencing hopelessness and procrastination  |  - Determine what the student does know  
| “I’ll never be able to do this.” |  - Through questions and discussions, show the student that s/he is not an empty vessel but already partially filled.  
| |  - Start by using simple units, then build to more complex ones. |
# Handling Difficult Tutoring Situations

<table>
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| Confused students | • Offer continual positive reinforcement of successfully completed steps.  
| | • Use a variety of approaches (examples, diagrams, analogies, computer software).  |
| | • Above approaches may work.  
| | • Structure and order the tutoring sessions: Provide beginning, middle and end.  
| | • Offer study tips for notating, listening, time management, brainstorming paper ideas.  
| | • Suggest regular lecture/class attendance.  
| | • By consulting the student’s syllabus, discuss the overall class requirements.  |
| Students with a high (often inappropriate) level of expectation | • Focus repeatedly on the task at hand.  
| | • Involve student continually with questions, problems, models.  
| | • Stress active participation in the learning process (e.g. have student engage the text: star major concepts, 'highlight' only key terms, write marginal notes, question claims).  |

“I always wait until the last minute.”  
• Offer continual positive reinforcement of successfully completed steps.  
• Use a variety of approaches (examples, diagrams, analogies, computer software).

“I’m not sure what this assignment is about.”  
“Don’t get it.”  
• Above approaches may work.  
• Structure and order the tutoring sessions: Provide beginning, middle and end.  
• Offer study tips for notating, listening, time management, brainstorming paper ideas.  
• Suggest regular lecture/class attendance.  
• By consulting the student’s syllabus, discuss the overall class requirements.

“I better get an A on this.”  
“I have to get everything perfect.”  
• Focus repeatedly on the task at hand.  
• Involve student continually with questions, problems, models.  
• Stress active participation in the learning process (e.g. have student engage the text: star major concepts, ‘highlight’ only key terms, write marginal notes, question claims).
# Handling Difficult Tutoring Situations

<table>
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| Students who resist suggestions  
“That’s not going to work.”  
“How will that help me?” | • Allow students five minutes to ventilate frustration.  
• Spend time building a relationship.  
• Be pragmatic, yet understanding: "I know these requirements are difficult, but they're required so let's make the best of it."  
• Indicate past successes in similar situations (as opposed to being pessimistic).  
• Avoid fueling his/her anger, etc. (e.g. "Prof. X doesn't give criteria for his grading system; that's really unfair."). |

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| Students who feel helpless  
“Will you do this for me?”  
“Will you check/read my paper?”  
“Will you do this problem?” | • See strategies listed above.  
• Allow students five minutes to ventilate frustration.  
• Offer continual encouragement.  
• Refer to policies prohibiting tutors from doing student's homework |

Please note: You have support. Tutors and LASSO staffers are here to help you. When you are faced with a difficult tutorial situation, immediately confer with the Coordinator and/or GTA.

**Tutoring Expectations**

Many students might not know what tutoring entails. Tutors are encouraged to review the Center’s Expectations with tutees so that they become familiar with the policies of the Center and the roles of both tutor and tutee in the tutor-tutee relationship.
Handling Difficult Tutoring Situations

Students should know that you will not know ALL the answers to EVERY question ALL the time. Conversely, tutors should focus more on the process than just the end result. Remember, tutoring is a two-way street, one in which tutees should play a very active role. Tutees are expected to be an active participant and contributor in their sessions.

Tutees should come prepared by:

- Attending class
- Taking notes
- Reading assignments
- Attempting homework problems

Words of Wisdom from “Veteran” Tutors

- “Sometimes it’s very difficult to tutor a student. You might watch them struggle with a problem and want to just give them the answer. While this can be helpful when they have absolutely no idea, I try to stay away from it. I also try to make it very clear that my goal is not that they necessarily finish their homework or assignment during the session, but that they are better able to work on it themselves once they leave. Also, a note about pressure: for beginning tutors, it can be stressful when a student asks a question you don’t know, or brings you an assignment you haven’t done before. Remember this—it is not your responsibility that they finish their homework or pass their class. You are there to help them when they need it—it’s all you can do. If you don’t know the answer, calmly help them find it; you might just learn something yourself!” —Austin Keeton, LASSO Peer Tutor

Additional Resource:

Look at BYU-Idaho’s “Counter-Productive Learning Traits and How to Deal with Them” in the RESOURCES section of this Handbook
Conducting a successful tutoring session certainly requires a strong working knowledge of the course material(s) in the subject for which you are tutoring. However, this knowledge alone is insufficient if you want to guide your tutee through a session that will yield optimal results in both the short and long-term.

There are several components that should be incorporated into a session that on the whole will contribute to an enriched learning experience for both the tutee and the tutor.

Below you will find a guideline to use in successfully starting, managing, and concluding a tutoring session.

**Beginning a Tutoring Session**

**Establish the proper environment:** Make sure that you choose a space that is conducive to the activities that you and your tutee will be engaging in. In other words, find a space that fits the task. Prepare your chosen space for the session. Make room for books, notes, visual aids, and any other materials that might be used in your time with the tutee. Try to sit side-by-side with your tutee. This arrangement will make it easier to share materials and it encourages interaction.

**Greet the student before each session:** Part of conducting a tutoring session will rely upon your ability to practice “soft skills”. Make eye contact with your student when they arrive. Stand up and initiate a greeting. Greeting a tutee will help ease apprehensions that they may have about coming in for tutoring services. If you are confident and comfortable in making a solid first impression with your tutee, it will go a long way towards setting a positive tone for the session and will engage your tutee straight away. Avoid statements that add to uncertainty or ambiguity as this will only reinforce a student’s misgivings about coming to you for assistance (ex. “What am I tutoring you in today?”).

**Build rapport:** It is important to create a connection with your tutee that will benefit your relationship by establishing trust and comfort. Building rapport at the beginning of your session can start as simply as stating that you are here to help. Engaging a student in a brief conversation around a general topic can accomplish much in getting the student to open up and can help the tutor gauge the student’s outlook. Finding out about a student’s interests or hobbies can be useful creating examples or analogies later on. Building rapport doesn’t only happen as you begin a session; it is an ongoing process. Always be careful to stay within the bounds of appropriate tutor/tutee relations and avoid personal topics that are potentially divisive or “cross the line”. Remember that your focus is on tutoring the student, not socializing with them. Building rapport should not dominate your time, it should be used as a bridge towards better assisting your tutee.
Beginning and Ending a Session Successfully

Establish Expectations: Explain your role as a tutor to the student. Make sure that they understand that you are not going to do their work for them, give them answers to assignment or test questions, provide them with your personal study materials or old tests, etc. You are there to work collaboratively with them to bring clarity to areas of confusion in their understanding of course material, dialogue with them to increase their grasp of concepts, offer support through skill development, etc. Make it known that you expect the student to produce their own work and results.

Managing a Tutoring Session

Set session goals: Sit down with your tutee and give them time and space to identify the task(s) that they want to work on with you. You can provide the initial prompt, but allow the student to talk over their tasks. After working to identify the tasks, figure out what steps you need to take to address the task(s). For example, if the tutee identifies that task as: “I need to understand Medel’s law of heredity”, you can break down the task by dialoguing to determine what the student understands already, diagraming an example of the law, labeling the different traits, and repeating the process to solidify understanding. Keep in mind that time may dictate that you can only address part of the task(s) and may need to schedule another session to fully address each identified task(s).

Manage session time: Make sure that you keep track of time. As you set out a session plan with your tutee, assign anticipated timeframes to complete each part of the identified task. Don’t get rigid with keeping on a task schedule; you don’t want to rush through a particular task and sacrifice the student’s understanding of the material. Be flexible and recognize when you need to spend more time on a task. You can always set up further sessions to work through the remainder of the material. Make sure that you leave some time at the end of the session for questions, de-briefing, and resourcing.

Ending a Session

Summarize the session: Have the student summarize what they did in the session. Ask any necessary questions to encourage them to explain the process they went through to understand concepts. This will help to drive the new information into the student’s mind as they explain it back to you.

Provide positive reinforcement: Give praise towards the student’s accomplishments. Even if the student is still struggling, find an area to acknowledge. Proper, sincere encouragement will motivate the student to continue in their learning process. Be specific (ex. “Good job. You are really getting a grasp of allele pairings”).

Discuss reinforcement activities and further resources: Provide the student with resources for further study and assign appropriate tasks to help solidify the information you’ve gone over together.
Beginning and Ending a Session Successfully

Plan & Confirm: Make any arrangements for future session and/or re-affirm that you are available to help should the student need you.

Elicit Feedback: Make sure that you direct the tutee to fill out and turn in a session feedback form!

**Words of Wisdom from “Veteran” Tutors**

- “The best tutoring experience for me is when the tutor is a good host and introduces themselves with a smile. It is always important to keep your personal problems on the side in order to give the tutee all of your attention” — **Eliana Provenzano**, LASSO Peer Tutor
- “Ending a session is really about wrapping it up and making sure you’ve covered everything they need. If they have future appointment scheduled, I usually like to give a little “assignment” (i.e. “Try to work on this part of the homework between now and then” or “Look up this definition so that you understand next time and we’ll go over it”). I also usually end a few minutes early so that I can grab a feedback form, put my name and the class on it, and give them time to fill it out” — **Austin Keeton**, LASSO Peer Tutor
- “When it comes to beginning and ending a session, I believe that the most important thing is creating an environment where the students feel comfortable. When beginning a session, try to be warm and inviting, so the student feels like they can relate to you and are comfortable asking questions. When ending a session, I always try to help them create a plan for the future. What are they going to do after the appointment? I think that this encourages them to make more appointments and feel positive about the class in general.” — **Emily Ferranti**, LASSO Peer Tutor

Additional Resources:

Look at Hanover College’s write-up of “MacDonald’s Tutoring Cycle” in the RESOURCES section of this Handbook for a suggested system of how to facilitate a tutoring session for maximum effectiveness.

Look at Tuft University’s “Minute Paper” in the RESOURCES section of this Handbook for a productive, reflective closing activity.
Considerations in Cross-Cultural Communication

As tutors on a culturally-diverse college campus, it is important that you possess an awareness of the communication variations that exist between students within our multi-ethnic community. In addition, you need to be open in the development of an ever-deepening aptitude for effective cross-cultural communication.

To begin with, it is critical to start with a working definition of culture.

“Culture” can be defined as:

- Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.
- Culture is the systems of knowledge shared by a relatively large group of people.
- Culture is communication, communication is culture.
- Culture in its broadest sense is cultivated behavior; that is the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behavior through social learning.
- A culture is a way of life of a group of people--the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.
- Culture is symbolic communication. Some of its symbols include a group's skills, knowledge, attitudes, values, and motives. The meanings of the symbols are learned and deliberately perpetuated in a society through its institutions.
- Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other hand, as conditioning influences upon further action.
- Culture is the sum of total of the learned behavior of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation.
- Culture is a collective programming of the mind that distinguishes the members of one group or category of people from another.

*The above definition taken from Dr. I. Choudhury of Texas A&M University*
Considerations in Cross-Cultural Communication

Take note of the third bullet point, making the inextricable link between communication and culture.

There is much research available on key components to cross-cultural communication. You can find resources for further reading at the end of this document.

For the sake of brevity and specificity of scope, we will focus on the “levels of communication difference” posed by Dr. Deborah Tannen of Georgetown University in her presentation entitled, “Cross-Cultural Communication” (1983).

1. **When to Talk:** The question of when to talk differs from culture to culture. Each culture has different perceptions of silence (when it is appropriate). People also hold different expectations of when, how, and who should initiate conversation. Be aware of both what is said and not said in your sessions. Silence may not necessarily note lack of understanding; it may the opposite.

2. **What to Say:** This component is an art form that has to be developed. A tutor must always be willing to take the position of a learner in cross-cultural interactions in an effort to gain insight into what is appropriate to say and what is the fitting form of delivery. One has to consider how the individual you’re working with exchanges and receives information best. Can you ask direct questions to elicit a response of understanding? Is it better to tell a story to exchange key concepts? This area will take sensitivity and growth through experience. Look for your tutee to give you cues as to what is appropriate. Keep in the mind that the cues may not be direct, but indirect.

3. **Pacing and Pausing:** Another level of cross-cultural difference is one of conversational pacing and pausing. Things to consider here include: speed of speech, how long to wait after a student stops speaking to conclude that they are finished, the give-and-take/flow of conversation. This will become more natural the more familiar you become with your tutee.

4. **Listenership:** This component deals with how individuals show that they are listening and engaged in an exchange. Does a lack of eye contact during a conversation mean that the other person isn’t listening or are they diverting their eyes out of respect? Some cultures will give verbal affirmations that they have heard and understood a statement while others will remain silent until it is their turn to respond.

5. **Intonation:** Tannen states, “Tiny differences in intonation can throw an interaction completely off without the speaker knowing that something she/he said caused the problem.” Intonation includes differences in rhythm, pitch, inflection, and volume. Intonation can communicate something as a question when the speaker really means to make a more informative statement. Intonation can lead to miscues and miscommunication and should be carefully considered and clarified.
Considerations in Cross-Cultural Communication

6. Formulaicity: This communication component deals with what is considered to be conventional or unusual/novel in speech. What one culture might consider a conventional figure of speech will be perceived as being unusual to a person from another cultural background. Be aware of the use of idioms as you tutor. While you might expect the phrase, “killing two birds with one stone” to communicate that your tutee can take care of two tasks at one time, they might perceive a completely different meaning.

7. Indirectness: Indirectness contains much of what we communicate every single day. Tannen notes, “Only a small part of meaning is contained in the words spoken; the largest part is communicated by hints, assumptions, and audience filling-in from context and prior experience.” In general, Americans tend to believe that people should “say what they mean and mean what they say.” Therefore, Americans lean toward ignoring or rejecting indirect messaging, preferring explicit, not inferred, communication. Other cultures communicate more indirectly. Picking up on indirect communication and cues simply takes practice. Be aware of indirect communication within the different cultures that you are working among. Enlist your tutee to serve as a cultural informant. This can build rapport and give you needed insights into their cultural framework.

Remember, take the stance of a learner and welcome dynamic exchanges between yourself and your tutees. The result will be personal growth and an expanded appreciation of the worldviews of others. Working cross-culturally will also give you a view into your own culture. It is really a dance of discovery, complete with missteps but also fruitful flow and cadence. Be patient. Be open. Enjoy the experience.

For Further Reading:

Hofstede, Geert (March 1993). "Cultures and Organizations: Software of the Mind"


References:

http://www.tamu.edu/faculty/choudhury/culture.html

Communicating with Non-Traditional Students

As a land grant institution of higher education, Oklahoma State University is committed to providing learning opportunities to students of varied backgrounds. By providing educational access to an ever-broadening spectrum of students, we must be prepared as student success staff to properly address the particular needs of students who are considered non-traditional.

The University simply defines a “non-traditional” student as someone who has had “at least a two-year break in their education.”

The reason(s) for this “break” can vary and we need to be sensitive to the factors that make an OSU student “non-traditional”. These factors can include:

1. The student works full-time (35 hours or more) during the school year
2. The student is considered financially independent for financial aid eligibility purposes
3. The student has dependents other than a spouse (children or other family members)
4. The student is a single parent
5. The student attends part-time during the academic year

These factors, among others not listed here, can greatly influence a non-traditional student’s approach to learning in a higher education context. Keeping in mind the student experience and expectations of “non-traditional” students, tutors need to be creative, open, and flexible in their communication approach to non-traditionals.

A recent research piece compiled by Fang-Yi Wei Wei highlighted some key differences between traditional and non-traditional students in regards to their communication styles and expectations in the classroom. Many of these insights have applications in the realm of tutoring relationships with non-traditional students. Studies have found significance in the following:

- Non-traditional students prefer discussion (versus lecture) in their learning process in the classroom.
- Non-traditional students have lower communication apprehension in classroom discussion, but have higher communication apprehension in social interactions.
- Non-traditional students have a higher level of motivation for learning than traditional students.
- Non-traditional students have a higher motivation in their desire to work hard than traditional students.
- Non-traditional are motivated to learn knowledge rather than focus on grades, external evaluations, and expectations of others.
Communicating with Non-Traditional Students

- Older adult students enjoy participating in learning activities (e.g., reading, observation, and group discussion), as well as applying learned content to practical situations.
- Non-traditional students rated dominant teaching styles negatively and saw positive teachers as friendly and relaxed in their teaching style(s).

Based on these specific findings, please take some time to consider and respond to the following:

1. What challenges do you see in tutoring “non-traditional” students?

2. How can you modify/adjust your tutoring approach to meet the needs of “non-traditional” students?

3. What strengths of “non-traditional” students can you capitalize on in your tutoring process?

4. How can you engage “non-traditional” students in their learning process?
5. What cross-over should there be in your tutoring techniques with “traditional” students?

References:

Wei, F., 2007-05-23 "Teaching Above and Beyond Traditional Students’ Needs: A Comparison Between Traditional and Nontraditional College Students’ Expectations of Classroom Communication"

http://union.okstate.edu/Nontrads/

http://en.wikipedia.org/wiki/Non-traditional_student
Active Listening & Paraphrasing

Your role as a tutor is multifaceted indeed. You are NOT expected to know everything the student brings to you. But you should be able to listen to their concerns and explain it back to ensure complete understanding. Two of the most important abilities you will need to develop are the communication skills of active listening and paraphrasing.

Active Listening

Active (or attentive) listening demonstrates respect by giving the student your full attention. This makes students feel that they are important. It also communicates actively by using positive nonverbal signals such as eye contact, posture, and body language. Not only should you be conscious of your nonverbal signals but your tutees’ as well. Listen carefully to all of the messages being sent. How you act is sometimes as important as what you say. You should create an atmosphere of open communication by showing interest in the student’s issues and helping that student. If you are doing most of the talking, something is wrong.

Six Skills that Contribute to an Active Listening Repertoire

(http://www.ccl.org/Leadership/podcast/transcriptthebig6.aspx)

1. **Pay attention.** One goal of active listening is to set a comfortable tone and allow time and opportunity for the other person to think and speak. Pay attention to your frame of mind as well as your body language. Be focused on the moment and operate from a place of respect.

2. **Withhold judgment.** Active listening requires an open mind. As a listener and a leader, you need to be open to new ideas, new perspectives and new possibilities. Even when good listeners have strong views, they suspend judgment, hold their criticism and avoid arguing or selling their point right away.

3. **Reflect.** Learn to mirror the other person's information and emotions by paraphrasing key points. Don't assume that you understand correctly or that the other person knows you've heard him. Reflecting is a way to indicate that you and your counterpart are on the same page.
4. **Clarify.** Don't be shy to ask questions about any issue that is ambiguous or unclear. Open-ended, clarifying and probing questions are important tools. They draw people out and encourage them to expand their ideas, while inviting reflection and thoughtful response.

5. **Summarize.** Restating key themes as the conversation proceeds confirms and solidifies your grasp of the other person's point of view. It also helps both parties to be clear on mutual responsibilities and follow-up. Briefly summarize what you have understood as you listened, and ask the other person to do the same.

6. **Share.** Active listening is first about understanding the other person, then about being understood. As you gain a clearer understanding of the other person's perspective, you can then introduce your ideas, feelings and suggestions. You might talk about a similar experience you had or share an idea that was triggered by a comment made previously in the conversation.

If you apply the six skills required for active listening, you will not only be known as a good listener. You will become a better leader as well.

**Paraphrasing**

Paraphrasing communicates accurately what is heard by reflecting and then summarizing. Organizing the tutee’s remarks into concise statements involves listening completely to the tutee’s own concerns and then summarizing the problem—hopefully providing new light to the tutee.

Some good phrases to use might be:

- “What I hear you saying is...”
- “It seems to me what you are saying is...”
- “You sound...”
- “It sounds to me like...”
Active Listening & Paraphrasing

It is sometimes important for the tutor to summarize when the student has all the information “on the table” but might not know it. It may be a good idea for the tutor to take notes during the session to help clarify his/her own understanding of the material and to clarify the students’ concerns. If possible, try to get the student to do the paraphrasing. Again, the more talking that you do, the more reliant the student will be on you.

(Used with permission from University of Tennessee SSC, with an addition from Michael Hoppe’s guidebook “Active Listening” produced by the Center for Creative Leadership)

Additional Resource:

Look at BYU-Idaho’s write-up of “Bloom’s Taxonomy” in the RESOURCES section of this Handbook to find questions that will engage higher order thinking skills and knowledge application in your tutees.
Peer tutoring sessions can often bring with them a wide variety of issues. Tutees are often comfortable enough in a tutoring relationship to ask the tutor for advice about any number of these issues. Thus, as a tutor you must be knowledgeable about the types and location of campus services available to students and how to access those services. Therefore, a workshop or sharing of information about referral skills is important.

RECOGNIZING WHEN TO REFER TUTEES TO SERVICES

- If you believe a tutee is using tutoring time inappropriately, ie, using tutoring time to socialize or to discuss personal issues, repeatedly coming to tutoring unprepared.

- If your tutee is very tense, shy, non-verbal, and hard to make eye contact with, uncommunicative

- If your tutee’s behavior changes dramatically from earlier tutoring sessions

- If your tutee exhibits any of the following behaviors:
  
  o Depression: general sadness, slow moving, weepy, hopeless or very agitated, nervous, worried, unable to focus on academics.

  o Anxiety: agitated, unable to focus, “hyper”, consistently fearful, acting startled

  o Signs of substance abuse: failing to meet obligations, erratic behavior, inability to function effectively due to drug or alcohol intoxication
Referral Skills

KNOWING HOW AND WHERE TO REFER TUTEES TO SERVICES

- It is critical to always discuss a problem situation with the Coordinator. This way you will not think that your tutee’s problems are your sole responsibility. Your Coordinator might need to intervene to insure that the right services are initiated for the tutee.

- Offer information to your tutee on the support services available. Thus, you as a tutor need to know what services are available. At a Referral Skills workshop you should be presented with a listing of those support services, locations, contact person(s), phone numbers, and hours of operation. Keep it on hand to access easily. Most likely you will also meet several of those key contact persons at the workshop who will describe their area and method of access.

- Suggest a particular service to your tutee; if you think it is appropriate, explain its location. You could even go with your tutee if the tutee so desires. HOWEVER, make sure that the tutee is the one to make the initial phone call or contact.

IMPORTANT REMINDERS

- Tutors ARE NOT trained psychologists, psychiatrists, social workers, health care personnel, or counselors. Remember not to exceed your role as a peer tutor. ALWAYS go to the Tutoring Coordinator if you feel that there is an issue that needs attention.

- Tutors are not expected to solve all the problems for their tutees. Your primary focus as a tutor should be on course work, NOT on a tutee’s personal problems. Do not allow your tutee to use you in any other manner. Stop “tutor abuse” immediately.

- You may not be successful with every student you are assigned to tutor. Try to recognize and acknowledge that no amount of tutoring will be enough for some students who might bring their personal issues into the tutoring session. Tutoring may be inappropriate for such students; talk to the Tutoring Coordinator immediately if you think the tutee needs more assistance than you can provide.

*Taken from: http://www.southwesterncc.edu/sites/default/files/Referral_Skills.PDF
Notes particular to the LASSO Tutoring Center:

- Be aware of cross-cultural communication components. Note that shyness or lack of eye contact may not necessarily be indicators of a “problem”. Practice sensitivity when working with tutees from a different cultural background from your own. When you have a question about factors you find peculiar or of concern in an international student’s demeanor, talk with the Tutoring Coordinator or other LASSO staff.

- The Tutoring Coordinator is Scott Alexander. Please contact Scott with any issues you feel might require referral services.

- Please make use of the Campus and Tutoring Resources list in this manual. If you have questions about specific University services, investigate the websites provided or contact Scott (744-5020) for additional help.

- If you find referrals that you feel should be included in future manuals or forwarded to tutoring staff, please contact Scott.

- Ongoing referral education will be included in future semester trainings.

If you feel that a student poses an immediate danger to him/herself or others, and Monty or Scott is unavailable, contact the following offices:

1. University Counseling: 405-744-5472
2. Oklahoma State University Campus Police:
   a. 405-744-6523 (non-emergency)
   b. 9-1-1 (emergency)
A key characteristic of an excellent tutor is the ability to encourage the development of both proactive and responsive planning skills and problem-solving in others. Tutors are not expected to be the terminal end point of their students’ need-meeting solutions, academically or personally. Rather, tutors need to model the usage of external supplementary resources in finding solutions in their own personal practice and in their sessions with students. Tutors should also commonly make referrals to on-campus, online and other resources available to their tutees in an effort to elicit opportunities for the student to exercise self-direction, while the tutor still acts as a support.

REMEMBER, as a tutor, you are not expected to have all the answers at all times. You can, however, facilitate the discovery of solutions through resourcing your fellow students.

Below is a list of resources for you to use in your tutoring relationships, as needed:

**Campus Resources:**

**Student Success Centers/Learning Centers:**

LASSO Center: https://lasso.okstate.edu/

College of Agricultural Sciences and Natural Resources:

http://casnr.okstate.edu/student-success-center

Business Student Success Center: http://spears.okstate.edu/ss/

Arts and Sciences Student Success Center: http://cassuccess.okstate.edu/

Patricia Kain Knaub Center for Student Success (Human Sciences):

http://humansciences.okstate.edu/aps/content/view/16/32/

CEAT Academic Excellence Center: http://studentservices.okstate.edu/aec

Watson Family Student Academic Success Center (College of Ed):

http://education.okstate.edu/students/watson-family-student-academic-success-center


Statistics Learning Information Center: http://statistics.okstate.edu/information/slic.htm

Mathematics Learning Success Center: https://www.math.okstate.edu/mlsc
Campus & Tutoring Resources

OSU Writing Center: http://osuwritingcenter.okstate.edu/

Residential Life Virtual Academic Center: http://reslife.okstate.edu/vac.php

OSU Libraries:

Edmon Low Library: http://www.library.okstate.edu/

OSU Library Branches: http://www.library.okstate.edu/about.htm#dept (main portal)

   Cunningham Architecture Library, Curriculum Materials Library, Veterinary Medicine Library, Electronic Publishing Center, Library Annex

Departments and Offices of Interest on Campus:

University Assessment and Testing: https://uat.okstate.edu/

Student Disability Services: http://sds.okstate.edu/

Office of Multicultural Affairs: http://icae.okstate.edu/

University Counseling: http://ucs.okstate.edu/

Oklahoma ABLE Tech: http://oec.okstate.edu/home.php

Tutoring and Skill Development Resources:

ASPIRE Program Tutor E-Resources: https://www.montevallo.edu/SSS/tutor_e_resources.shtm

Study Guides and Strategies: http://www.studygs.net/

Study Skill Links (compiled by University Counseling): http://ucs.okstate.edu/index.php/studyskilllinks

How to Get the Most out of Studying: http://www.samford.edu/how-to-study/default.aspx

We are on the look-out for solid tutoring and skill development resources. If you discover any useful resources, please contact Scott at 744-5020.
LASSO Tutor Self-Evaluation Form
(Adapted with permission from University of Tennessee SSC)

Your Name: ___________________________________ Date: ________________

Course(s) Tutored: ______________________________________________________

Total Hours Tutored this Semester: ____________

Please indicate your level of agreement with the following statements:

As a tutor, I have...

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Been punctual, reliable and prepared</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. Kept current on course material &amp; expectations</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Practiced good “beginning &amp; ending” skills</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Practiced goal-setting with tutees</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5. Suggested learning/study strategies to tutees</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>6. Taken an interest in my tutees’ progress</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>7. Worked to develop “independent leaners”</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>8. Completed paperwork neatly and on time</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>9. Assisted with additional tasks, as needed</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>10. Conducted myself professionally &amp; ethically</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Please identify areas in which you believe that you have done well.

Please identify areas in which you believe that you could improve.

Please comment on ways that the LASSO Tutoring Center has been helpful and/or could assist you in your tutoring responsibilities.

Signature: _____________________________________________ Date: ____________
ATTENTION BIWEEKLY EMPLOYEES:

FALL 2016 TIME SHEET DEADLINES

<table>
<thead>
<tr>
<th>Fall 2016 Pay Period Dates</th>
<th>Time Sheet Due Date</th>
<th>Corresponding Pay Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/31/2016-08/13/2016</td>
<td>Friday, August 12</td>
<td>08/26/2016</td>
</tr>
<tr>
<td>08/14/2016-08/27/2016</td>
<td>Friday, August 26</td>
<td>09/09/2016</td>
</tr>
<tr>
<td>08/28/2016-09/10/2016</td>
<td>Friday, September 9</td>
<td>09/23/2016</td>
</tr>
<tr>
<td>09/11/2016-09/24/2016</td>
<td>Friday, September 23</td>
<td>10/07/2016</td>
</tr>
<tr>
<td>09/25/2016-10/08/2016</td>
<td>Friday, October 7</td>
<td>10/21/2016</td>
</tr>
<tr>
<td>10/09/2016-10/22/2016</td>
<td>Friday, October 21</td>
<td>11/04/2016</td>
</tr>
<tr>
<td>10/23/2016-11/05/2016</td>
<td>Friday, November 4</td>
<td>11/18/2016</td>
</tr>
<tr>
<td>11/06/2016-11/19/2016</td>
<td>Friday, November 18</td>
<td>12/02/2016</td>
</tr>
<tr>
<td>11/20/2016-12/03/2016</td>
<td>Friday, December 2</td>
<td>12/16/2016</td>
</tr>
<tr>
<td>12/04/2016-12/17/2016</td>
<td>*Friday, December 9</td>
<td>*12/22/2016</td>
</tr>
<tr>
<td>12/18/2016-12/31/2016</td>
<td>*TBD</td>
<td>01/13/2017</td>
</tr>
</tbody>
</table>

*These dates are exceptions to the normal schedule.

Time sheets are submitted through the my.okstate.edu Self Service portal.

FALL 2016 IMPORTANT DATES

Monday, **August 15** - Classwork Begins
Monday, **September 5** - University Holiday
Friday, **October 14** - Fall Break, No Class
Wednesday, **November 23** - Thanksgiving Break Begins- No Class
Thursday-Friday, **November 24-25** - University Holiday Friday, **December 2** - Classwork Ends
Monday-Friday, **December 5-9** - Finals Week
Friday, **December 9** - Graduate Commencement
Saturday, **December 10** - Undergraduate Commencement Friday-Monday, **December 23-January 2** - University Holiday
Tutor Time Sheet

Name: _______________________
CWID: _______________________
Pay Period Dates: 09/11/2016 (start) to 09/24/2016 (end)

All tutorial appointments must be documented on online AccuTrack schedule and must begin during Tutoring Center hours.

<table>
<thead>
<tr>
<th>Date</th>
<th># of students</th>
<th>Course Tutored</th>
<th>Start/End Time</th>
<th>No Show?</th>
<th>Student Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/03</td>
<td>1</td>
<td>MATH 1513</td>
<td>1:00-2:00</td>
<td></td>
<td>Micah Briggs (Appt. ID: 123456)</td>
</tr>
<tr>
<td>01/05</td>
<td>1</td>
<td>MATH 2144</td>
<td>4:00-5:15</td>
<td></td>
<td>Brian Glorioso (Appt. ID: 122224)</td>
</tr>
<tr>
<td>01/06</td>
<td>1</td>
<td>PHIL 1213</td>
<td>2:00-3:00</td>
<td>X</td>
<td>Rebekah McKinney (Appt. ID: 125457)</td>
</tr>
</tbody>
</table>

By typing or signing my first and last name in the box below, I certify that this time sheet is a true statement of the hours worked:

John Tutor  
Date: 09/23/2016
LASSO Tutors must complete **10 hours** of training within one year of hire to meet our certification requirements.

By completing the **Initial Training**, you have met **6 hours** of that requirement.

Each tutor needs to take responsibility to complete the remaining **4 hours** within one year of hire.

Below is a list of training options for you to choose from in order to complete your 10 hours.

Each option is self-directive and flexible to work within your schedule.

**Option 1: Resume Development:** The tutor will compile and complete their resume and write an introductory letter for a job listed on hireosugrads.com. The introductory letter should highlight how your experience as a LASSO tutor relates to the skills needed for the job you are applying for on hireosugrads.com. Note: You don’t really have to apply, just choose a job from the website.

After compiling your resume and writing a letter of introduction, the tutor must make an appointment with a counselor in the Career Services office to review your job submission materials and have a career counseling/development session. The tutor must have the Career Services counselor sign-off on this option after the appointment. Tutor must bring proof of appointment completion to the Coordinator.

This option is helpful in developing communication skills and referral skills. This option counts as **2 hours** of training.

**Option 2: OSU Referral Scavenger Hunt:** The tutor will be given a list of questions about services available on the OSU campus. The tutor must search out the answers to the questions by visiting the appropriate campus offices. A staffer in each office must sign-off on the different components of the questionnaire. The tutor needs to return the completed questionnaire to the Tutoring Coordinator.

This option is helpful in developing referral skills. This option counts as **2 hours** of training.

**Option 3: Learning Style Inventory:** The tutor can complete an online learning style questionnaire and review the results. The tutor must then look at their top 3 learning styles, research each of the top learning styles, and write a paragraph for each of their top 3 styles that summarizes the style and makes a connection to the tutor.

The tutor must submit a copy of the inventory results along with the three-paragraph summary write-up to the Tutoring Coordinator.

This option is helpful in identifying your personal learning style and gives insight into the different learning styles that you will encounter as a tutor.

This option counts as **1 hour** of training.
Option 4: Tutor Session Observation and Development: The tutor can make arrangements for the Coordinator to observe a tutoring session and then meet with the Coordinator or Tutoring GTA to go over feedback from the session. This counts as 1 hour of training.

This option is helpful in overall tutoring performance and development.

Option 5: FERPA Tutorial: The tutor can complete a FERPA tutorial to both affirm and strengthen their understanding of FERPA guidelines when working with students/tutees. The online tutorial can presently be found on the Registrar’s website (https://registrar.okstate.edu/FERPA-Tutorial). Once the tutor completes the online training, please send the completion confirmation e-mail to the tutoring e-mail address (tutoring@okstate.edu). This counts as 1 hour of training.

MANDATORY EVALUATION:

The tutor must schedule an appointment with either the Tutoring Coordinator or the Tutoring GTA to review tutee feedback forms and go over the tutor’s “self-evaluation” form. The Coordinator will contact the entire staff to initiate the evaluation meeting process.

**Each tutor MUST complete an evaluation appointment within this academic year.**
RESOURCES FOR YOUR TUTORING PRACTICE

1. Facilitating a Tutoring Session Effectively: MacDonald’s Tutoring Cycle

(Taken from Hanover College’s Gladish Center for Teaching and Learning. Original document can be found at: https://learningcenter.hanover.edu/tutors/12.php)

2. Engaging Students in Higher Order Thinking: Bloom’s Taxonomy

(Taken from Brigham Young University-Idaho’s Tutoring Center and used with permission. Original document can be found at: https://courses.byui.edu/AcademicSupport/tutoring-center/tutor_training/Bloom's%20Questioning%20Strategies.pdf)

3. Dealing with Difficulties: Counter-Productive Learning Traits

(Taken from Brigham Young University-Idaho’s Tutoring Center and used with permission. Original document can be found at: https://courses.byui.edu/AcademicSupport/tutoring-center/tutor_training/Counter%20Productive%20Learning%20Traits.pdf)

4. Closing a Session with Synthesis: One-Minute Paper

(Taken from Tuft University’s Center for the Enhancement of Learning and Teaching. Original document can be found at: http://provost.tufts.edu/celt/files/MinutePaper.pdf)

* If you come across resources or creative tutoring activities that you think should be included here for future tutors, please e-mail them to Scott (scott.r.alexander@okstate.edu).
The 12 Steps of the Tutoring Cycle

Effective tutoring, while a particular session has a definite beginning and end, is best thought of as a cycle. One session melds into the next through twelve distinct phases described here (MacDonald 2000).

1. Greeting and Climate Setting
In this phase, greet the student and either move together to the work station or indicate to the student where to take his or her seat. Seating arrangement is very important in the effectiveness of instruction. In one-on-one situations, both people should be on one side of the table and the work should be equally available to both individuals. In a small group setting, try to achieve as much of a circular seating arrangement as possible to facilitate equal access to discussion and work materials.

Regardless of the subject area you tutor, do not immediately arm yourself with a pen when you sit down with a student to work on an assignment. This may give the student the impression that you are willing to jump in and “save him” at any moment. If you are tutoring writing, this may indicate to the student that you plan to proofread his paper and little else. Instead, indicate to the student that you would like for him or her to be in charge of making notes on his or her own paper.

During this time, set a positive tone for the meeting. Smile and maybe make small talk for a moment to ease the student into the mindset of work. Particularly in walk-in settings, this phase is commonly associated with fear and anxiety for the student. If the tutee first learns to recognize you as an ally and a friend, you both will have a much easier time.

2. Identify the Task
If you are in an ongoing mentoring relationship with the student, you probably will already have identified the day’s task at a prior meeting or in correspondence since the most recent meeting. Creating long- and short-term calendars together with your mentee helps you both to prepare effectively for each meeting.

During open hours, take this time to allow the student to explain his or her assignment to you. This is a crucial step! Ask to see an assignment sheet or syllabus to supplement the student’s request, even if he asks only for a quick proofread. You cannot effectively help the student unless you understand the student’s assignment. If you still feel confused after looking at the syllabus and talking with the student, ask to see discussion and lecture notes and try to get a better idea of the tone and demands of the class.

Because your time is at a premium, make sure the student understands that you are not a miracle worker but will try your best to provide quality assistance. If the student’s requests are too ambitious for the time you have available, trim them down to a manageable level and work from there.
3. Break the Task into Parts

Depending on the material at hand, you and the tutee will have to do this in different ways. Remember your goals: you are trying to help the student become empowered and gain independence. Ask the student to take control of the session as much as possible by letting them take the lead in breaking the task into parts. What do they see as concerns, and how would they like to proceed. If they are in the dark about what to do, you can provide some guidance. However you and the student choose to organize your session, make sure you and the student are clear on the plan. If you are helping with a paper, for example, you might suggest that you will take a moment to read it, then ask the student questions about their concerns, listen and collaborate with him or her to come up with some clarifying ideas, then answer any additional questions. If you are a tutor in a more technical field such as mathematics or science, allow your session’s organization to follow the organization of the problem or concept at hand, since it likely has steps itself.

4. Identify the Thought Process

Together with your tutee, discuss the specific kinds of work you will have to do to solve the problems you’ve been presented with. This brief discussion is one tool to teach the student how to learn and solve problems for him or herself. For example, will the student (and you) need to analyze? Organize? Recall items from memory? Edit? Prove? Explain? Using disciplinespecific terms will help to steer you and the student in the right direction as you address the task at hand, as well as help to familiarize the student with the language, concepts, and discourse of the academic field you are working with. Once you have identified a set of thought processes appropriate for the task, remember them, perhaps have the student write them out, and refer to them later in the meeting to keep the student focused and to re-teach that process.

5. Set an Agenda

Once you have divided the task into sections and discussed the specific kind of mental work you and your student will do during the session, order those tasks in a logical fashion. Again, you might ask the student to write down the agenda for the session to keep you both on task.

6. Address the Task

This step of the cycle should consume more time than any other step—perhaps more time than all the other steps combined—because it involves tackling a problem head-on with a student and being prepared for all that accompanies this process.

Direct experience in the subject area you are tutoring often will be sufficient to prepare you for the bulk of this step, and this may be where you feel most comfortable. Take this time to engage the student in meaningful dialogue either about the questions he or she has brought to the meeting or about issues you notice as you begin to assess the student’s work.
As you first assess the work before you, look for positive aspects that you can comment on. It is important that you begin and end the session with positive statements that help put the student at ease, draw them into the session, and help make the process of having their work critiqued a little easier to swallow. It may be difficult, but it is important for the student’s confidence that you begin and end a session with a genuinely encouraging statement. Even if you notice many mechanical errors in a paper, for example, the paper may be very well organized, have a stunning opening paragraph, an excellent angle, or it may even just be complete! If all you can say is, “Wow! It looks like you’ve spent a lot of time getting through this and have a very substantial product. Let’s take a look at a couple points,” that is better than jumping into the many negatives that may jump out at you first.

Effective tutoring involves an exchange of information; at times, the tutor should explain concepts to the student but should remain quiet at others to allow the student to explain his understanding. Both should ask questions and utilize books and other resources. As you spend more time gaining experience as a tutor, the rhythm of question and answer during mentoring sessions will become second nature to you, but never forget to ask yourself if you are helping to fulfill the primary goal of tutoring: to encourage independent thought in the student.

7. Tutee Summary of Content
Once you have finished the task or tasks that that you and the student have identified (or, in many cases, finished as much as you can during your shift), take time to allow the student to summarize for you exactly what you did and what he or she learned. If you have finished discussing a paper, for example, the student can go through his or her notes and review the steps he will take to improve the paper on his own. Pay close attention during this step and ask open-ended questions if he or she has left out information or still seems confused about any important points. Never interrupt, especially to correct or to give negative comments. Challenge your student to recall the business of the meeting and to teach you what he or she has just learned.

8. Tutee Summary of Underlying Process
Successful completion of this step will indicate to you that your student has, in fact, internalized (at least temporarily) the basic processes involved in solving the problems or answering the questions at hand. Allow him or her to explain not only the technical tools he or she has learned during the session, but also the principles at work behind those technical aspects. Perhaps refer back to the thought processes you predicted that you would need to solve the problem. Ask the student if he or she has successfully utilized those processes. If not, think about what other tools you can use to explain how to apply the processes to the specific task.
9. Confirmation
Take time to wind down from the work of the session and summarize what you have done and ask if the student has any more questions. Use this time to complete any bookkeeping you have to do for the Learning Center, including any online or paper forms.

10. What’s Next?
Have the tutee explain to you what his or her next steps will be after he or she leaves the meeting. Will he or she report back to you later that evening? If you were working on a paper, for example, should he or she e-mail you the next draft or make an appointment with the professor?

In other disciplines, does the student understand the assignments immediately ahead? Should you schedule another meeting ahead of time or wait to see if the student requests help?

Particularly in one-on-one assigned mentoring relationships, this step is crucial for the student to feel as though you value your time together and are planning on seeing him or her again. This often defines a successful meeting for anxious students, and they can get their minds off whatever frustrations or disagreements they may have felt during the meeting. Discuss the next assignment on the semester calendar or syllabus and determine which aspect of that assignment should be covered at the next meeting.

11. Arrange and Plan Next Session
Once you have identified roughly which assignment you will discuss, next allow the student to see you write down in your personal calendar the date, time, and location of your next meeting. This will give them the cue (and time) to do the same, and suggest that they make a note of the meeting if you realize they have not. Set a tentative goal for the student to complete by the next meeting. Should they have an outline of a paper? A topic for a paper? A certain number of questions for you to discuss in preparation for an exam? A selection of text read and prepared for discussion? Depending on the subject and the assignment, make a realistic goal for the student to reach in the time between the current meeting and the next.

12. Close and Goodbye
Let the student know the meeting has gone well if it has, and, if you have not reached your goals for that meeting, explain why. Also explain what the student can do to be more prepared next time. For one-on-one mentees, remind the student that you will be in touch with their advisor and referring faculty member to let them know how the meeting went.

Try to end on a positive note, even if the meeting has been difficult. Walk the student out or smile and tell the student you will see him or her soon if the person is a one-on-one mentee. Remind her
that she is welcome to e-mail or call with other questions or to request an earlier meeting (with plenty of notice, of course) before the next planned session. If the student has come in during open hours, invite the student to come back anytime, remind them of the center’s hours of operation, and take a moment to mention other services we offer that might be helpful to the student. Finish up any paperwork, and, if a session summary is not automatically sent to the appropriate faculty members electronically upon its completion, e-mail them shortly after the meeting.

**Finally, Don’t Forget to Reflect on Your Own Role in the Session**

Either at the end of the session or as soon as possible during the day, be sure to take the time to reflect on your own work as a tutor. What effective techniques did you use in this session? Where might you have been more effective? How might you work in the future to improve your own tutoring practice? Both the on-line and paper forms for tutoring sessions contain an area where you can record your thoughts, track your progress, identify your concerns, and reflect on your experience. Engaging in this process and filling out forms or an on-line journal is part of your growth and development as a tutor and an expectation of the job. Don’t forget this important aspect of your work.

<table>
<thead>
<tr>
<th>Taxonomy Level</th>
<th>Emphasis</th>
<th>Objective</th>
<th>Sample Questions Sample Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE</td>
<td>Recognize and recall facts in a form close to the way they were first presented.</td>
<td>Show how you know by...</td>
<td>Who? What? Why? When? Where? How? How much? Which one? Recall, list, tell, define, identify, memorize, label, name, point out, locate, recognize, reproduce</td>
</tr>
<tr>
<td>COMPREHEND</td>
<td>Grasp the meaning and intent of information; tell in your own words. Extrapolate.</td>
<td>Show that you understand by...</td>
<td>What does this mean? What part doesn’t fit? What does this represent? What restrictions would you add? What exceptions are there? What are they saying? Identify, select the definition, select, illustrate, give an example, match, describe, condense, summarize, indicate, outline, interpret, expand, convert, measure, restate.</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>Use information: The ability to apply learning to new situations and real life circumstances.</td>
<td>Show that you can use what is learned by...</td>
<td>What is the used for? What would result? What would happen? Demonstrate, apply, use, construct, find solutions, collect information, preform, solve, choose appropriate procedures, make a lesson, demonstrate how, illustrate how, show how, apply, explain.</td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>Reasoning-to break down information to component parts and to see relationships to the whole.</td>
<td>Show that you can pick out the most important points presented or solve the problem by...</td>
<td>Reason for? What persuasive technique? What relationship between? What is the function of? What is fact and opinion? What is the premise? What does the author believe or assume? Analyze, debate, organize, diagram, similar, compare, chart, plan, contrast, differentiate, cause for, arrange, determine, distinguish, take, apart, figure out.</td>
</tr>
<tr>
<td>SYNTHESIS</td>
<td>Originality and creativity. The ability to assemble parts to form a new whole.</td>
<td>Show that you can combine concepts to create an original idea by...</td>
<td>What if? How would you test? What would be different if? Write, create, tell, make, do, choose, hypothesize, plan, compose, combine, estimate, build, solve, make up, design, invent, develop a plan, produce, synthesize, compile, propose an alternative, solve the following, formulate a theory, state a rule for, imagine, infer, predict</td>
</tr>
<tr>
<td>EVALUATION</td>
<td>The ability to make judgements based on your stated criteria or standards</td>
<td>Show you can evaluate ideas, procedures, and solutions based on your stated criteria by...</td>
<td>Which is best? What fallacies or inconsistencies appear? Which is more moral, better, logical, valid, appropriate, inappropriate? Judge, rate, compare, decide, evaluate, conclude, appraise, choose why, verify, criticize, defend, value, grade</td>
</tr>
</tbody>
</table>
### Trait | Characterized By | Approach
--- | --- | ---
**BLOCKING** | • Low frustration tolerance  
• Immobilization/hopelessness  
• Freezing up/blocking  
• “It’s beyond me.”  
• “I’ll never get it.”  
• “I’m stuck” | 1. Determine what the tutee does know & discuss it;  
2. Show him that he has some foundations already laid  
3. Begin with what knowledge the tutee has and build, in simple steps  
4. Offer continual support.  
5. Reinforce success consistently. |
**CONFUSION** | (Variation of Blocking)  
• Bafflement/disorientation/  
• disorganization  
• Helpless feelings about the class  
• “I just don’t know what to do.”  
• “I studied for the test and got a ‘D’.”  
• “I’m not sure where we’re going.” | 1. Utilize the above four approaches  
2. Give structure and order to the tutee’s tutorial sessions, notes and papers. |
**MIRACLE SEEKING** | • Global interest or concern but with little specificity  
• Enthusiasm about being with tutor, but fairly passive in actual tutoring process | 1. What is the used for? What would result? What would happen?  
2. Demonstrate, apply, use, construct, find solutions, collect information, preform, solve,
- High (often inappropriate) level of expectation
- Evasion or inability to concentrate on concrete tasks

OVER ENTHUSIASM
- High expectations/demands of self
- Talk of limited time, long-range goals vs. immediate tasks
- Global interest/enthusiasm
- Often found with older students: e.g., “Look, I’m 30 years old; I don’t have the time that these kids do.”

1. Explain counterproductive nature of this eagerness.
2. Be understanding, yet assure him that he does have time.
3. Utilize last three approaches in Miracle-Seeking listed above.

RESISTING
- Variation of sullenness/hostility/passivity
- Disinterest in class/work/tutor
- Defensive posture toward class/work/tutor
- Easily triggered anger

Allow student to ventilate his feelings.
Spend first session, possible second, on building the relationship.
Be pragmatic, yet understanding; (e.g., “I know class doesn’t turn you on, but you need it to graduate so let’s make the best of it.”)

As opposed to Miracle-Seeking, establish your credibility.
If it comes up, assure student that his complaints about a class are confidential.
The **Minute Paper** is a very commonly used classroom assessment technique. It really does take about a minute and, while usually used at the end of class, it can be used at the end of any topic discussion. Its major advantage is that it provides rapid feedback on whether the professor’s main idea and what the students perceived as the main idea are the same. Additionally, by asking students to add a question at the end, this assessment becomes an integrative task. Students must first organize their thinking to rank the major points and then decide upon a significant question. Sometimes, instead of asking for the main point, a professor may wish to probe for the most disturbing or most surprising item. It is thus a very adaptable tool.

Typically, professors can read about four Minute Papers per minute.


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**Sample Form: The Minute Paper**

In concise, well-planned sentences, please answer the two questions below:

1. What are the two [three, four, five] most significant [central, useful, meaningful, surprising, disturbing] things you have learned during this session?

   ____________________________
   ____________________________
   ____________________________
   ____________________________

2. What question(s) remain uppermost in your mind?

   ____________________________
   ____________________________

3. Is there anything you did not understand?

   ____________________________