# Table of Contents

Academic Support for Athletics Staff 3  
Mission Statement  
Tutorial Staff Introduction Letter 4  
Academic Calendar 5  
Tutorial Assistance Program Information 6-8  
Tutoring Program  
Tutoring Program Administration  
Tutor Agreement  
Scheduling Appointments  
Scheduling Appointments through GradesFirst  
Session Reporting  
Session Reporting through GradesFirst  
Group Tutoring Sessions  
Maximum Number of Hours  
Contacting Professors  
Student-Athletes with Learning Disabilities  
Tutor Program Evaluations  
Professional Development for Tutors  
Cancellation/Missed Appointment Policy 9  
Reporting a No-Show  
Payroll for a No-Show  
Academic Resource Center (ARC) 10  
University Rules & Regulations 11-13  
Code of Academic Integrity  
Confidentiality  
Fraternization  
Dress Code  
Sexual Harassment  
National Collegiate Athletic Association 14-16  
NCAA Rules and Regulations  
Hiring/Payroll Process 17  
Hiring Procedures  
Payroll  
Paychecks  
Tutorial Session Basics 18-19  
Tutoring Dos and Don'ts 20-21  
6 Quick Tips for Effective Tutoring  
Tutorial Assistance Program Contract 22  
Tutor Agreement 23
Office of Academic Support for Athletics Staff

Dr. Daniel T. Regan
Director of Academic Support
SAC, Room 174
(610) 519-4718
Daniel.Regan@villanova.edu

Jenn Brophy, M.Ed
Associate Director of Academic Support
Jake Nevin Field House, 1st Floor
(610) 519-7719
Jennifer.L.Brophy@villanova.edu

Krista Chmielewski, M.Ed
Assistant Director of Academic Support
Jake Nevin Field House, 1st Floor
(610) 519-5205
KChmiele@villanova.edu

Taryn Nichols
Academic Support Intern
Jake Nevin Field House, 1st Floor
(610) 519-7630
Taryn.Nichols@villanova.edu

Office of Academic Support for Athletics
Mission Statement

The mission of the Office of Academic Support for Athletics is to provide supplemental academic support for all varsity student-athletes at Villanova University in a manner that addresses their unique academic needs. Primary academic advising and support are received from the faculty advisor assigned to each student from his or her home college, school or department. Academic progress will be monitored constantly to assure that NCAA and university rules and regulations are met and progress is being made towards graduation. The Academic Support Staff will act as a liaison between the academic and athletic communities and address any problems that may arise. The Tutorial Assistance Program and the Freshman Mentoring Program provided by the Office of Academic Support insure academic success for all student-athletes.
Dear Tutorial Staff,

Welcome to the Office of Academic Support for Athletics. The Office of Academic Support is in place to aid student-athletes in their transition to collegiate athletics, academic programs, and the ultimate goal of graduation. As tutors, you will play an integral role in accomplishing this goal.

This manual has been created to assist you as you prepare to become a tutor for the Office of Academic Support for Athletics. Upon review of this manual, you will be acquainted with the necessary procedures and policies associated with the Tutorial Assistance Program.

As the 2013-2014 academic year approaches, we are extremely excited to welcome you to the Tutorial Assistance Program. This will be the ninth year that the Academic Resource Center (ARC) is fully operational. As in the past, the ARC will be the primary location for the Tutorial Assistance Program.

As a member of the tutorial staff you will be asked to serve in the role of educator and role model. You will provide the necessary link between the academic communities at Villanova University. Your role as an academic tutor will be instrumental to the success of our student-athletes and the Office of Academic Support.

As a tutor, hopefully you will come to realize that student-athletes are no different from conventional students on the Villanova University campus. What will differentiate student-athletes from other students are the noticeable time demands required of collegiate athletes as well as the high level of academic excellence expected of all Villanova student-athletes. During the 2012-2013 academic year, the student-athlete Grade Point Average was above a 3.1. Villanova student-athletes have consistently maintained an average GPA at or above a 3.0 for 17 straight semesters. This extraordinary accomplishment could not have been achieved without the dedication of our tutorial staff.

For many of our student-athletes, the Tutorial Assistance Program is a fundamental component of achieving their goal of graduation. Your dedication and professionalism as a tutor combined with the additional services offered by the Office of Academic Support for Athletics, will ultimately help Villanova student-athletes reach their academic goals.

Once again, welcome to the tutorial staff of the Office of Academic Support for Athletics. We are looking forward to working with you as we embark on a new academic year.

Sincerely,

Jenn Brophy, M.Ed.
Associate Director of Academic Support

Krista Chmielewski, M.Ed.
Assistant Director of Academic Support
# 2013-2014 Academic Calendar

## Fall 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 22-25 (Thu-Sun)</td>
<td>New Student Orientation and Registration</td>
</tr>
<tr>
<td>Aug. 24 (Sat)</td>
<td>Saturday Classes begin for Part-Time Studies</td>
</tr>
<tr>
<td>Aug. 26 (M)</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Aug. 30 (F)</td>
<td>Last day for requesting Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td>Sept. 1 (Sun)</td>
<td>Last day for dropping and/or adding classes</td>
</tr>
<tr>
<td>Sept. 2 (M)</td>
<td>Labor Day - No Classes</td>
</tr>
<tr>
<td>Sept. 20-22 (F-Sun)</td>
<td>Parent’s Weekend</td>
</tr>
<tr>
<td>Sept. 26-29 (Thu-Sun)</td>
<td>St. Thomas of Villanova Celebration</td>
</tr>
<tr>
<td>Oct. 11 (F)</td>
<td>Mid-Term</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Semester Recess</td>
</tr>
<tr>
<td>Oct. 21 (M)</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>Oct. 23 (W)</td>
<td>Grades Due (Noon)</td>
</tr>
<tr>
<td>Oct. 25 (F)</td>
<td>Registration Advising Begins</td>
</tr>
<tr>
<td>Oct. 25-27 (F-Sun)</td>
<td>Homecoming</td>
</tr>
<tr>
<td>Nov. 13 (W)</td>
<td>Last Day for Authorized Withdrawal without Academic Penalty (WX)</td>
</tr>
<tr>
<td>Nov. 26 (Tu)</td>
<td>Thanksgiving Recess begins after last class</td>
</tr>
<tr>
<td>Dec. 2 (M)</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>Dec. 10 (Tu)</td>
<td>Friday Class Day and will follow a Friday class schedule for UG Day only</td>
</tr>
<tr>
<td>Dec. 12 (Th)</td>
<td>Final Day of Classes</td>
</tr>
<tr>
<td>Dec. 13 (F)</td>
<td>Reading Day</td>
</tr>
<tr>
<td>Dec. 14-20 (Sat-F)</td>
<td>Final Examinations (No Exam on Sun Dec. 15)</td>
</tr>
<tr>
<td>Jan. 2, 2014 (Th)</td>
<td>Final Grades Due (Noon)</td>
</tr>
<tr>
<td>Jan. 31, 2014 (F)</td>
<td>Last day for submission of work to remove incomplete (‘N’) grade</td>
</tr>
<tr>
<td>Feb. 14, 2014 (F)</td>
<td>Last day for “N” grade conversion to final grade (Fall 2013 Semester). Grade change forms must be received by Registrar before 5:00 PM.</td>
</tr>
</tbody>
</table>

## Spring 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 13 (M)</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Jan. 17 (F)</td>
<td>Last Day for Requesting Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td>Jan. 19 (Sun)</td>
<td>Last Day for dropping and/or adding classes</td>
</tr>
<tr>
<td>Jan. 20 (M)</td>
<td>Martin Luther King Day (No Classes)</td>
</tr>
<tr>
<td>Feb. 28 (F)</td>
<td>Mid-Term</td>
</tr>
<tr>
<td>Mar. 3 (M)</td>
<td>Semester Recess</td>
</tr>
<tr>
<td>Mar. 10 (M)</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>Mar. 12 (W)</td>
<td>Grades Due (Noon)</td>
</tr>
<tr>
<td>Mar. 14 (F)</td>
<td>Registration Advising Begins</td>
</tr>
<tr>
<td>Apr. 2 (W)</td>
<td>Last Day for Authorized Withdrawal without Academic Penalty (WX)</td>
</tr>
<tr>
<td>Apr. 16 (W)</td>
<td>Easter Recess begins after last class</td>
</tr>
<tr>
<td>Apr. 22 (Tu)</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>Apr. 29 (Tu)</td>
<td>Friday Class Day Schedule and will follow a Fri class schedule for UG day only</td>
</tr>
<tr>
<td>Apr. 30 (W)</td>
<td>Monday Class Day and will follow a Mon class schedule for UG day only</td>
</tr>
<tr>
<td>May 1 (Th)</td>
<td>Final Day of Classes</td>
</tr>
<tr>
<td>May 2 (F)</td>
<td>Reading Day</td>
</tr>
<tr>
<td>May 3-9 (Sat-F)</td>
<td>Final Examinations (No exams on Sun., May 4)</td>
</tr>
<tr>
<td>May 16-17 (Fri-Sat)</td>
<td>Baccalaureate and Commencement</td>
</tr>
</tbody>
</table>
Tutoring Program
The Tutor Assistance Program for Villanova student-athletes is managed by the Office of Academic Support for Athletics and the Academic Resource Center (ARC). Tutorial services are available to student-athletes free of charge upon request. Student-athletes may request tutors for the duration of a semester or for specific academic deadlines, (i.e. upcoming exams or projects). Tutors may be asked to conduct small group and/or one-on-one sessions. Tutors are selected for hire based on their content knowledge, “teaching ability” and ability to relate to the student-athlete. Tutors must have at least a 3.0 GPA in their tutorial discipline.

The tutorial staff is an integral component to the success of our student-athletes at Villanova University. The tutorial staff and the many services offered by the Office of Academic Support for Athletics are instrumental in maintaining a well-rounded academic and athletic support system.

Tutoring Program Administration
The Tutor Assistance Program is maintained by the Assistant Director of Academic Support for Athletics. Payroll related information is administered by the Assistant Director of Academic Support for Athletics and/or the Payroll Office, located in Kennedy.

Tutor Agreement
Upon your appointment as a tutor for the Office of Academic Support, you will be required to sign a Tutorial Program Contract and a Tutor Agreement (see page 22-23). By signing, you are acknowledging that you have read and are willing to comply with the policies and procedures outlined in this manual. You also acknowledge that failure to follow the policies and procedures may result in termination as a tutor for the Office of Academic Support for Athletics.

Your employment status is contingent upon the completion both Program Contract and the Tutor Agreement. You will not be considered an active tutor until these signed forms are on file with the Office of Academic Support.

All tutors are required to use the GradesFirst software system for appointment availability and session reporting. Specific GradesFirst information will be included in tutor training sessions provided by the Office of Academic Support.

Scheduling Appointments
Scheduling the day/time for tutor sessions is done by the student-athlete and depends on the availability you’ve created in the GradesFirst software system. All tutorial sessions are to occur in the Academic Resource Center (ARC) or the Office of Academic Support. The ARC is located in the Villanova Football Stadium Press Box and is open Sun-Thurs, 4pm-10pm during the Fall and Spring semesters. The Office of Academic Support for Athletics is located in Jake Nevin and is open Mon-Fri, 9am-5pm. A tutor may not meet with a student-athlete in a location other than the ARC or the Academic Support Office without prior approval from either the Associate or Assistant Director of Academic Support for Athletics. Under no circumstances are tutorial sessions to take place in any residence halls.
Scheduling Appointments through GradesFirst (see GradesFirst manual for specifics):
1. On the GradesFirst homepage, select “SCHEDULE APPOINTMENT”.
2. On the left hand side of the scheduling screen, select “TUTOR APPOINTMENT” as the type of appointment you are scheduling. You also need to enter the course for which you are tutoring, example: ACS 1000.
3. In the search box on the right, type in the student-athlete’s name.
4. You must select your name as the tutor for the appointment (even though your name already appears at the top) in order to see both yours and the student’s availability.
5. Select the day/time for the appointment and its frequency. You may also elect to have an email reminder sent to the student on the morning of the scheduled session.
6. Select “SAVE APPOINTMENT” and a new tutor session will be added to your calendar.

Session Reporting
At the end of each tutorial session, tutors are required to complete a Tutor Session Report via the GradesFirst online system (see GradesFirst manual for specific instructions). Tutor Session Reports are used to judge the quality of the tutorial session, the student-athletes’ cooperation, and to verify hours for payroll. The session report MUST BE COMPLETED by 12:00pm the day after the tutor session takes place. The tutor will only be paid for those sessions in which a session report has been completed. If you have problems completing the session report, please contact the Asst Dir. of Academic Support immediately.

Completing Session Reports through GradesFirst (see GradesFirst manual for specifics):
1. In the “TUTOR INFO” tab, select session under “RECENT TUTOR APPOINTMENTS”.
2. Select “ADD NEW TUTOR REPORT”.
3. Be sure to clearly specify when you and the student arrived/departed for payroll approval.

Group Tutor Sessions
While the Office of Academic Support for Athletics prefers one-on-one tutoring sessions, there may be times when small group (1-2 students) sessions are appropriate. Please notify the Asst Dir. of any small group sessions in order to receive approval for the group. You must clearly note the names of the student-athletes in the session when completing the tutor session report.

Payroll Procedures for Group Tutoring Sessions
Once you have completed a tutor session report and have clearly listed the names of the additional student-athletes in the session, you can now enter your hours into Novasis for payroll. Tutors are paid time and a half for group sessions. However, when entering hours on the timesheet in Novasis, only enter the exact time you tutored (example: 6:00-7:00pm). Then be sure to make a note in the “comments” section of your timesheet that the specific appointment was a group session and the payroll administrator will add the additional time for the group session.

Maximum Number of Hours
A tutor may not tutor a student-athlete for more than two hours per session and/or day. If additional hours of tutoring are needed by the student-athlete, please seek approval from the Asst Dir. of Academic Support prior to meeting with the student-athlete.
Contacting Professors
Tutors are **not** to contact the instructor of a student-athlete without prior consent from either the Associate or Assistant Director of Academic Support.

Tutoring a Student-Athlete with a Learning Disability
A student-athlete may or may not disclose that he/she has been diagnosed with a learning disability. Under no circumstances are you to discuss a student-athlete’s learning disability with anyone other than the Office of Academic Support or Learning Support Services. For specific questions pertaining to learning differences, tutors can contact Dr. Nancy Mott in Learning Support at 610-519-5636.

If you feel that a student-athlete you are tutoring is having notable problems that may reflect a possible learning difference, please communicate your concerns with a member of the Academic Support staff.

Tutor Program Evaluations
Program evaluations throughout the academic year are designed to monitor the academic progress of student-athletes, provide feedback for the tutors, and to objectively evaluate the Tutorial Assistance Program. Evaluations may be conducted using the following assessments:

1. Asst Dir. may periodically sit-in on a tutoring session.
2. Student-athletes who have utilized the tutoring program are asked to anonymously complete an end-of-semester survey on their experiences.
3. Tutors are asked to complete an end of the year survey to provide thoughtful and honest feedback on the program.

Professional Development for Tutors
The Office of Academic Support will strive to create ongoing opportunities for tutors to enhance their professional skills through online trainings. To this end, Academic Support has begun to implement trainings using the Blackboard elearn software system. Tutors will be asked to complete a series of online training modules throughout the academic year in order to demonstrate a comprehensive understanding of a wide range of topics such as: tutoring techniques, learning styles, NCAA and Institutional rules/regulations, academic integrity, surveys/exit interviews, etc. Tutors will be paid for completing the training modules. More information will be emailed to all tutors with specific instructions on how to complete the Blackboard modules.
Cancellation/Missed Policy

Cancellation Policy
The following cancellation policy relates to the student-athlete, as well as the tutor.

- Cancellations by the student-athlete and/or the tutor must be done 24 hours in advance and every effort should be made to contact the other party as soon as possible.

- If illness/emergency occurs the day of the scheduled appointment, you must attempt to contact your tutor/tutee and a staff member in Academic Support by 5:00pm.

Missed Appointment Policy

- If a student-athlete misses an appointment, is more than 15 minutes late, or cancels the session giving less than 24 hours notice, this will be considered a miss. Please notify the Asst Dir. of Academic Support immediately if a miss occurs and report the “No Show” session appropriately in GradesFirst (see below).

- If a student-athlete has missed more than one appointment without providing advanced notice, please contact the Assistant Director of Academic Support for Athletics so the situation can be addressed with the student-athlete.

Reporting a No-Show in GradesFirst
Under the “TUTOR INFO” tab, click on the appropriate session and choose “MARK NO SHOW”. This opens up a form where you can report all necessary information.

Pay for a No-Show
Tutors are required to wait 15 minutes for a student to show up to a session. If the student fails to show after 15 minutes, the tutor is free to leave. Tutors are paid for 30 minutes of work when a no-show occurs. A no-show report in GradesFirst must be completed to verify payroll. At that point, the tutor can enter 30 minutes to the timesheet in Novasis in order to be paid for the missed appointment.
**All tutorial sessions **MUST** occur at the Academic Resource Center. **

**Goal**
Provide an efficient and comfortable learning environment to serve as an extension of the Office of Academic Support, which insures academic success for all student-athletes.

**Location**
Villanova Stadium Press Box

**Entrance/Exit**
Main doors for the Villanova Stadium Press Box face Lancaster Ave (Route 30).

**Tutors must swipe their wildcard at the outside entrance to the press box in order to enter the building. Tutors will be granted swipe access when hired and access will be revoked at conclusion of employment. Tutors are not permitted to enter the press box outside of normal ARC hours or when an event is occurring in the stadium.**

**Floor Plan**
1st floor: Entrance and exit
2nd floor: Team and/or group study hall and tutoring sessions
3rd floor: Study hall monitors, general study area for student-athletes

**ARC Hours**
Sunday-Thursday: 4:00 pm – 10:00 pm
Friday-Saturday: Closed

Hours are subject to change during university breaks and holidays and during specific events occurring on the field. The ARC will be closed on all day(s) in which the university is closed due to inclement weather.

**ARC Staff**

*Study Hall Monitors*: responsible for overseeing the ARC, communicating with the Asst Dir. of Academic Support, monitoring of students-athletes, tutors and ARC writing tutors.

*Tutors*: responsible for aiding students in their studying.

*ARC Writing Tutors*: responsible for assisting students with editing/revising papers on an as-needed, walk-in basis.

**In Case of Fire**

**DO NOT USE THE ELEVATORS!!!**

Anyone on the 2nd and 4th floors are to use the stairway leading directly to an outside exit and walk towards the Jake Nevin Field House if deemed safe. Students on the 3rd floor may also use the stairways or they may use the door that exits out to the stadium bleachers and then proceed towards the 50-yard line. Anybody in a wheelchair is to be placed on the landing of the stairways with their backs to the outside wall, facing the door. For any emergency, immediately call either 911 or public safety at 610-519-6979. Follow all orders given by emergency personnel.
University Rules & Regulations

Code of Academic Integrity
Villanova University’s “Code of Academic Integrity” clearly explicates the rules by which all students of the University are to follow in their pursuit of learning. The intent of the “Code of Academic Integrity” is to ensure that all students learn honestly.

As tutors there are specific areas that you should be conscious of. These areas include cheating, plagiarism, fabrication of information, assisting in or contributing to academic dishonesty, and unsanctioned collaboration.

Cheating
While taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another’s work.

Such cheating includes trying to give or obtain information about a test when the instructor states that it is to be confidential. It also includes trying to take someone else’s exam, or trying to have someone else take one’s own exam. From the “Code of Academic Integrity”.

Tutors are to ensure that all course work done during sessions are not graded assignments (take-home exams, online quizzes or tests, etc.).

Plagiarism
Students shall not rely on or use someone else’s words, ideas, data, or arguments without clearly acknowledging the source and extent of the reliance or use.

The most common way to acknowledge this reliance or indebtedness is to use footnotes or other documentation. It is the students’ responsibility to show clearly when and where they are relying on others - partly because others may wish to learn from the same sources from which the original writer learned. Since this indebtedness may be of many kinds, some definitions and examples of plagiarism are listed below.

- Using someone else’s words without acknowledgment.
- Using someone else’s ideas, data, or argument without acknowledgment, even if the words are your own.
- Acknowledging someone else in a way that will lead a reader to think your indebtedness is less than it actually was.

The examples above constitute plagiarism even in cases where the student uses material accidentally or unintentionally. From the “Code of Academic Integrity”.

Fabrication
Students shall not falsify, invent, or use in a deliberately misleading way any information, data, or citations in any assignment.
This includes making up or changing data or results, or relying on someone else’s results, in an experiment or lab assignment. It also includes citing sources that one has not actually used or consulted. *From the “Code of Academic Integrity”.*

As a tutor at times you will be required to assist student-athletes with research papers or reports. Student-athletes should be instructed to acknowledge through formal documentation all information (ideas, data, arguments or someone else’s words) that is not the student-athletes.

Also, student-athletes should also be instructed that changing published data for purposes of enhancing their own research is also in violation of the “Code of Academic Integrity”.

**Assisting In or Contributing to Academic Dishonesty**

Students shall not help or attempt to help others to commit an act of academic dishonesty.

This includes situations in which one student copies from or uses another student’s work; in such situations, both students are likely to be penalized equally severely. Students are responsible for ensuring that their work is not used improperly by others. This does not include team projects where students are told by their instructor to work together. *From the “Code of Academic Integrity”.*

**Unsanctioned Collaboration**

When doing out-of-class projects, homework, or assignments, students must work individually unless collaboration has been expressly permitted by the instructor. Students who do collaborate without express permission of their instructor must inform the instructor of the nature of their collaboration. If the collaboration is unacceptable, the instructor will determine the appropriate consequences (which may include treating the situation as an academic integrity violation.)

Many Villanova courses involve team projects and out of class collaboration, but in other situations, out of class collaboration is forbidden. Students should assume that they are expected to do their work independently unless cooperation is specifically authorized by the teacher. *From the “Code of Academic Integrity”.*

As tutors you may have taken the class that your tutee is currently enrolled. Under no circumstance are you to provide your tutee with work you have previously submitted.

**Confidentiality**

As a member of the tutorial staff for the Office of Academic Support for Athletics, you will be privy to information regarding student-athletes. All such information should be kept confidential. Under no circumstance should information obtained during a tutorial session or from the support staff be shared with anyone other than the student-athlete or the support staff.

**Fraternization**

Tutors and student-athletes must conduct themselves as professionals at all times in tutoring sessions. Fraternization among the tutorial staff members and/or between staff members and student-athletes is prohibited while tutorial sessions are being conducted and/or duties being performed.
Dress Code
Clothing should be appropriate for a learning environment while maintaining a professional relationship with the student-athlete.

Sexual Harassment
It is the policy of Villanova University to maintain an employment and educational atmosphere free of any pressures on employees and students relating to sexual harassment. Consistent with applicable federal and state laws the University endorses the objective that employees and students be free of situations where sexual considerations form the basis for business or educational decisions. The campus prohibits sexual harassment.

Sexual harassment may be described as unwelcome sexual advances, requests for sexual favors, and other physical, visual, or verbal behavior of a sexual nature where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment or educational environment.
4. Sexual harassment will not be tolerated at Villanova University, and employees or students who engage in such conduct are subject to a full range of the University's disciplinary policies.

In assessing whether a particular act constitutes sexual harassment forbidden under this policy, the standard shall be the perspective of a reasonable person within Villanova Community. The rules of common sense and reason shall prevail. Allegations of sexual harassment shall be judged with attention to the facts particular to the case and the context in which the alleged incident(s) occurred.
NCAA: National Collegiate Athletic Association

Villanova University is responsible for ensuring that its various constituencies (e.g. University staff, faculty, student-athletes, alumni, and friends) abide by the National Collegiate Athletic Association (NCAA) rules and regulations. As a member of the Office of Academic Support for Athletics, all tutors are expected to comply with all NCAA bylaws. It is imperative that the following bylaws are understood and complied with by all academic support staff. If you have any questions about the following rules please contact the Associate Athletics Director of Compliance, Gordon Finch at (610) 519-5305.

The Principle of Sound Academic Standards (Bylaw 2.5)
Intercollegiate athletic programs shall be maintained as a vital component of the educational program, and student-athletes shall be an integral part of the student body. The admission, academic standing and academic progress of student-athletes shall be consistent with the policies and standards adopted by the institution for the student body in general.

Institutional Control (Bylaw 6.01.1)
The control and responsibility for the conduct of intercollegiate athletics shall be exercised by the institution itself and by the conference(s) of which it is a member. Administrative control or faculty control, or a combination of the two, shall constitute institutional control.

Sports Wagering (Bylaw 10.02.1)
Sports wagering includes placing, accepting or soliciting a wager (on a staff member's or student-athlete's own behalf or on the behalf of others) of any type with any individual or organization on any intercollegiate, amateur or professional team or contest. Examples of sports wagering include, but are not limited to, the use of a bookmaker or parlay card; Internet sports wagering; auctions in which bids are placed on teams, individuals or contests; and pools or fantasy leagues in which an entry fee is required and there is an opportunity to win a prize.

Wager (Bylaw 10.02.2)
A wager is any agreement in which an individual or entity agrees to give up an item of value (e.g., cash, shirt, dinner) in exchange for the possibility of gaining another item of value.

Unethical Conduct (Bylaw 10.1)
Unethical conduct by a prospective or enrolled student-athlete or a current or former institutional staff member (e.g., coach, professor, tutor, teaching assistant, student manager, student trainer) may include, but is not limited to, the following:

(a) Refusal to furnish information relevant to an investigation of a possible violation of an NCAA regulation when requested to do so by the NCAA or the individual's institution;

(b) Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete;

(c) Knowing involvement in offering or providing a prospective or an enrolled student-athlete an improper inducement or extra benefit or improper financial aid;
(d) Knowingly furnishing the NCAA or the individual’s institution false or misleading information concerning the individual’s involvement in or knowledge of matters relevant to a possible violation of an NCAA regulation;

(e) Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent or advisor (e.g., “runner”);

(f) Knowing involvement in providing a banned substance or impermissible supplement to student-athletes, or knowingly providing medications to student-athletes contrary to medical licensure, commonly accepted standards of care in sports medicine practice, or state and federal law;

(g) Failure to provide complete and accurate information to the NCAA, the NCAA Eligibility Center or institution’s admissions office regarding an individual’s academic record (e.g., schools attended, completion of coursework, grades and test scores);

(h) Fraudulence or misconduct in connection with entrance or placement examinations;

(i) Engaging in any athletics competition under an assumed name or with intent to otherwise deceive, or

(j) Failure to provide complete and accurate information to the NCAA, the NCAA Eligibility Center or the institution’s athletics department regarding an individual’s amateur status.

Sports Wagering Activities (Bylaw 10.3)
The following individuals shall not knowingly participate in sports wagering activities or provide information to individuals involved in or associated with any type of sports wagering activities concerning intercollegiate, amateur or professional athletics competition:
(a) Staff members of an institution’s athletics department;
(b) Non athletics department staff members who have responsibilities within or over the athletics department (e.g., chancellor or president, faculty athletics representative, individual to whom athletics reports);
(c) Staff members of a conference office; and
(d) Student-athletes.

Responsibility for Violations of NCAA Regulations (Bylaw 11.1.2)
Institutional staff members found in violation of NCAA regulations shall be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures, whether such violations occurred at the certifying institution or during the individual’s previous employment at another member institution.

Eligibility Effect of Violation (Bylaw 16.01.1)
A student-athlete shall not receive any extra benefit. Receipt by a student-athlete of an award, benefit or expense allowance not authorized by NCAA legislation renders the student-athlete ineligible for athletics competition in the sport for which the improper award, benefit of expense was received. If the student-athlete receives an extra benefit not authorized by NCAA legislation, the individual is ineligible in all sports.
Extra Benefit (Bylaw 16.02.3)
An extra benefit is any special arrangement by an institutional employee or a representative of the institution's athletics interests to provide a student-athlete or the student-athlete's family member or friend a benefit not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes or their family members or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to the institution's students or their family members or friends or to a particular segment of the student body (e.g., international students, minority students) determined on a basis unrelated to athletics ability.

*Please be careful: don't jeopardize your integrity as a tutor, or the eligibility of the student-athletes. See additional handout on extra benefits for more information.*

Academic Counseling/Support Services (Bylaw 16.3.1.1)
Member institutions shall make general academic counseling and tutoring services available to all student-athletes. Such counseling and tutoring services may be provided by the department of athletics or the institution's non-athletics student support services. In addition, an institution, conference or the NCAA may finance other academic support, career counseling, or personal development services that support the success of student-athletes.

Specific Limitations (Bylaw 16.3.1.1.1)
An institution may provide the following support services subject to the specified limitations.
(a) Use of institutionally owned computers and typewriters on a check-out and retrieval basis; however, typing/word processing/editing services or costs may not be provided, even if typed reports and other papers are a requirement of a course in which a student-athlete is enrolled;
(b) Use of copy machines, fax machines and the Internet, including related long-distance charge, provided the use is for purposes related to the completion of required academic course work;
(c) Course supplies (e.g., calculators, art supplies, computer disks, subscriptions), provided such course supplies are required of all students in the course and specified in the institution's catalog or course syllabus or the course instructor indicates in writing that the supplies are required;
(d) Cost of a field trip, provided the field trip is required of all students in the course and the fee for such trips is specified in the institution's catalog; and
(e) Non-electronic day planners.

*By violating any NCAA and/or institutional rules and regulations, you will be jeopardizing the welfare of the institution, the student-athlete, and your own employment status.*
Hiring/Payroll Process

**Hiring Procedures**
Students interested in tutoring are required to meet with the Assistant Director of Academic Support and/or the Associate Director of Academic Support for a pre-hire interview. Prospective tutors will be required to fill out a Villanova Athletics Tutor Application outlining the prospect’s academic qualifications and experience.

Prospective tutors will also be required to submit a current transcript and/or a recommendation from a faculty member in the subject area that they will be tutoring.

Upon hire, all new students who are becoming campus employees for the first time must complete a Student Employment Referral Form, a Form W-4 and a Form I-9 at the Office of Financial Assistance (Kennedy Hall, 2nd Floor) and provide proper identification prior to their first day of work.

**Payroll**
Tutors must complete a Tutor Session Report at the end of each tutoring session. Tutors must submit their hours online through NOVASIS (https://novasis.villanova.edu) every two weeks according to the Payroll Office pay schedule. Please refer to the Student Employee Instructions for Web Time Entry on how to submit your tutoring hours.

When completing Web Time Entry, remember:
- Double-check the addition of your total hours. Your hours entered in Novasis must match the number of hours on the session reports you completed in GradesFirst.
- Round up tutorial session hours to the nearest 1/4 hour.
- *Press the submit button so your hours can be approved by your supervisor.*

Any misrepresentation of hours on the student timesheet may result in the termination of employment by the Office of Academic Support.

**Paychecks**
Paychecks are placed in your student mail box on pay day per the Payroll Office pay schedule. If you do not live on campus, your check will be available at the Kennedy mail room postal window during normal business hours. A valid student ID is required to pick up your check. It is recommended that all tutors sign up for Direct Deposit though your Novasis account. To do this, log in to Novasis and select “EMPLOYEE INFORMATION”, then select “PAY INFORMATION”. Paychecks will not be mailed home without a self-addressed stamped envelope provided to the Payroll Office with a note indicating the check you wish to be mailed.

All questions regarding paychecks should be directed to the Payroll Office.
Payroll Office
121 St. Mary Hall
800 Lancaster Avenue
Villanova, PA 19085
Phone: (610) 519-4261
Fax: (610) 519-6179
payrolloffice@villanova.edu
Tutorial Session Basics for Tutors

Now that I am a tutor, what do I do? How do I get started and how do I end a session? These are great questions that may come to mind as you begin the experience of tutoring. You are confident that you know the subject matter, but how do you tutor it? There are some basic elements of an effective tutoring session, but keep in mind that each student-athlete is an individual with unique needs. Some are struggling to pass the course, while others want to ensure they get an A. The wide range of skills and goals of the student-athletes dictate that each tutoring session will be different. That’s what makes this job challenging and interesting. Although you need to remember to be flexible, there are some basic steps to follow when tutoring.

**Introduction**

*Begin the first session by introducing yourself and making the student-athlete feel comfortable.* You want to open the lines of communication with your student-athlete so that you can get a clear idea of his/her needs and goals. For some students, this is their first tutoring experience and they might not know what to expect. You can lower the anxiety by simply engaging the student-athlete in friendly conversation for a few minutes. Find out what sport they play, their hometown, which classes they like/dislike, etc.

**Assessment**

Once a student seems relaxed, you are ready to begin the most important step in the tutoring session: the assessment. *In order to know where to begin, you need to determine the student-athlete’s strengths and weaknesses.* Don’t rely on the student to provide you with all the information you need to know. You can begin by asking what areas he/she finds more difficult, but many students will not be able to tell you where the help is needed.

**Previous Coursework**

In order to gain a clear understanding of the student-athlete’s strengths and weaknesses, you need to consider additional information. *Therefore, ask to see lecture notes, previous assignments, and any past tests they might have available.* This can give you a good idea of the student-athlete’s level of understanding of the material.

**Study Habits**

In addition to a student-athlete’s level of understanding, another important factor that impacts success in the classroom is the student’s study habits. *You can assess the effectiveness of the strategies the student uses by reviewing lecture notes, textbook markings, and by inquiring about the student-athlete’s regular study schedule and the methods used to prepare for tests.* By gathering this information, you can determine whether the problem lies in the way in which the student tried to learn the material, or if it is the material itself that presents problems. This will help you determine which approach to use with the student. You can offer advice regarding the development of effective study strategies. Consider what has helped you in previous classes you’ve taken.

**Curriculum**

If the student is having difficulty comprehending the material, you should begin with a basic explanation of the subject matter. *Your tutoring sessions should include a demonstration and a verbal explanation of the methods that should be used to comprehend the material.*
In the demonstration, you might work a sample problem explaining the steps as you go, or you might draw a diagram or a chart to illustrate a point. The important element is to illustrate the problem solving process for the student. This provides the student with two sources of information: auditory (your words) and visual (your actions). When you engage the student in the activity by solving other samples, you involve a third source of information. This kinesthetic (sensory) experience further enhances the student’s ability to process and understand the information. By becoming directly involved in the problem-solving process, the student will not be reliant upon you or expect you to do the work for him/her. If the subject doesn’t allow this problem solving approach, try to have the student explain the material back to you in a clear, concise way. Then you may want to ask the student probing questions to instill a deeper understanding of the material.

**Patience**
*While the student is practicing the new skills or concepts that you have explained, be patient.* You may be tempted to jump right in and do it for him/her in order to “speed up the process,” but this hinders the development of independent learning and could potentially become an academic integrity violation. Your quiet, patient encouragement is what the student needs after you have completed the explanation and demonstration stages of the session. If the student appears to be “stuck”, you can lend assistance after you’ve given him/her time to think things through and ask questions.

**Feedback and Positive Reinforcement**
The tutoring session continues to repeat this process of explanation, demonstration, and practice with two additional elements, which are feedback and positive reinforcement. *In providing feedback, give the student important, specific information about the practice exercises.* Your comments should focus on the practice exercise and not on the person. For example, “There’s an error in problem #2. Do you see it?” or “You set up the equation in problem #4 correctly, but in working out the solution we didn’t follow it through. Let’s try it again”.

**Summary**
*You want the student-athlete to have a sense of accomplishment. Therefore, be sure to summarize the main points discussed in the session.* This will reinforce the learning process if it is done cooperatively. You can highlight the main points and together with the student, summarize what was presented and practiced. This gives you an opportunity to clarify any misunderstandings that might interfere with future tutoring sessions. It also gives the student an opportunity to check his/her understanding of the material and allows you to gain insight on how the learning process is progressing. It is here that you may want to help the student set goals for the next tutoring session. Don’t be afraid to suggest homework practice problems for the student to complete prior to the next scheduled appointment.

**Closing**
The tutoring session has gone well, but it’s time to end. How do you bring the session to a close? The most important idea to keep in mind is to end on a positive note. You want your tutee to feel good about the progress made during the session so that the confidence will carry over to the classroom.
Tutoring Dos

- Begin sessions on time. Show respect for the student by being prepared and beginning each session promptly. If you are going to be late or are unable to keep the appointment, notify the student-athlete and/or Academic Support staff member immediately.

- Be friendly and courteous towards the student.

- Create an environment for learning by being open with the student and encouraging him/her to be open with you in regards to study habits, completion of assignments, understanding of course material, etc.

- Focus your attention on the student and encourage him/her to actively participate in a joint explanation of the subject matter.

- Begin the tutoring session at the student’s level of understanding and move step by step into new information.

- Give the student positive reinforcement when appropriate. Be honest and sincere when you praise a student’s efforts and accomplishments.

- The tutoring session should focus on learning how to learn, rather than simply arriving at a correct answer. Your goal is to help the student become an independent learner. This is achieved when the student understands the learning process and problem solving techniques.

- Finally, BE PATIENT! Progress takes time!

Tutoring Don’ts

- Most important of all, DO NOT DO ANY WORK FOR THE STUDENT. As a tutor, you are to act as a guide or coach, and participate indirectly, while leading the student towards becoming an independent thinker.

- Don’t get involved if the student criticizes a professor. As educators, our role is to support the University’s instructional program. Any negative comments you make about a professor may undermine this purpose. Always redirect the attention to the course content.

- Don’t try to take the place of the professor. Tutoring should supplement the instructional program, not replace it.

- Don’t lecture to the student. You should engage the student in your explanation of the subject matter by summarizing or reflecting on what you have discussed. The student should be an active participant in the tutoring session. If the student didn’t understand
the concepts when the professor lectured, don't assume he/she will understand just because you're lecturing. Consider using a different, more interactive approach.

- Don't assume the role of academic advisor as well as that of a tutor. If a student is unsure about whether to add or drop a class, refer the student-athlete to the Office of Academic Support for Athletics. Don't try to solve these problems yourself. Even though you mean well, your comments may lead the student-athlete to add/drop a class that may negatively affect NCAA eligibility and could potentially render him/her unable to practice/compete. Therefore, you should always tell a student to discuss his/her classes with the Office of Academic Support.

- Don't focus on mistakes. Point out that we all make mistakes when we are learning something new. It’s a natural part of the learning process.

- Finally, DON’T GIVE UP. It may take a student longer then you expected to grasp the concepts, but your persistence will pay off! When the tutee reaches the level of understanding that you've been striving for, the rewards for you and the student will be well worth the effort.

6 Quick Tips for Effective Tutoring
1. Know the Material: This requires that the tutor adequately prepares for the tutorial session. It is recommended that you obtain a copy of the syllabus and/or the textbook if possible. A copy machine is available for your use in the Office of Academic Support.
2. Be Patient: Allow the student-athlete to work at his/her own pace. Make sure the student-athlete has a firm grasp on the material before moving on to another topic.
3. Be Flexible: Be prepared to modify planned activities if the student-athlete is becoming frustrated or lagging behind.
4. Open-Ended Questions: Ask open-ended questions, not questions that can be answered with a “Yes” or “No”. Students who say “yes” when asked if they understand, do not always fully understand.
5. Verbalize Answers: Have the student verbalize answers, examples, theories, etc.
6. Provide Feedback: Let the student-athlete know how he/she is doing.
Tutorial Assistance Program Contract

I have received a copy of the Tutorial Assistance Program Manual and I understand I am fully responsible for reading the material included therein. I acknowledge any willful failure to follow these policies will not be tolerated.

I affirm I will adhere to all policies enumerated or referred to in the Tutorial Assistance Program Manual. Further, I accept that any activities on my part that may be construed as compromising the integrity of Villanova University or its athletic programs will be disciplined and may result in termination of my employment.

Finally, I affirm that under no circumstance will I discuss any information regarding the academic standing, course grades or the learning capabilities of any student-athlete with anyone other than the student-athlete or the professional staff of the Office of Academic Support for Athletics.

________________________________________
Print Name

________________________________________
Signature Date

Note: Your employment status is contingent upon completion of this form. It must be on file in the Office of Academic Support for Athletics before you may be considered an active tutor.
VILLANOVA UNIVERSITY  
Department of Athletics  

*KEEP FOR YOUR RECORDS*  
Tutor Agreement  

I, ____________________________, as a tutor working for the Office of Academic Support for Athletics, will uphold the University’s Code of Academic Integrity which encompasses the ethical conduct standards mandated by the NCAA and its member conferences. I am aware that the violation of any section of the Code may result in the immediate termination of my employment in the Athletics Department and could result in my dismissal from the University.

Examples of the type of unethical conduct for which my employment may be terminated and that could result in my dismissal from the University include, but are not limited to the following:

1. Completing course work for a student-athlete (i.e., papers, writing assignments, problem sets, homework);
2. Provide tutoring for a non-enrolled prospective student-athlete (i.e., junior college or high school prospective student-athlete);
3. Attending classes for a student-athlete;
4. Taking an exam or quiz (in class or take-home) for a student-athlete;
5. Providing a student-athlete with an exam or exam answers;
6. Not reporting incidents that would affect a student-athlete’s eligibility to the proper administrator;
7. Aiding in the inflation or misrepresentation of a student-athlete’s grades;
8. Plagiarizing or aiding a student-athlete in the act of plagiarism, and
9. Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete.

Further, I accept that any activities on my part that may be construed as compromising the integrity of Villanova University or its athletic programs will be disciplined and may result in termination of my employment.

*Finally, I affirm that under no circumstance will I discuss any information regarding the academic standing, course grades or the learning capabilities of any student-athlete with anyone other than the student-athlete or the professional staff of the Office of Academic Support for Athletics.*

By signing below, I certify that I have read the attached University Code of Academic Integrity and will abide by all the Code’s requirements.

__________________________________________  
Tutor Signature  

__________________________________________  
Date