



Policy Number and Title:	400.302 Peer Tutoring Handbook		
Approval Authority:	President	Date Effective:	June 2012
Responsible Office:	Student Success Center	Responsible Office Contact:	Dean of Student Services

1. POLICY STATEMENT/REASON FOR POLICY

This policy manual establishes standards governing Student tutors.

2. ENTITIES AFFECTED BY THIS POLICY

All BMCC students.

3. WHO SHOULD READ THIS POLICY

All BMCC students.

4. WEB SITE ADDRESS FOR THIS POLICY

-This policy can be found at:

<http://www.bmcc.edu/about-bmcc/governance-administration/college-policies>

5. FORMS/INSTRUCTIONS

No forms required.

6. HISTORY

-Amended: August 1, 2016

-Next Review Date: August 1, 2019

-BMCC reserves the right to revise policies at any time.

7. THE POLICY

Welcome Letter

Dear BMCC Learning Center Tutor:

Welcome to the Bay Mills Community College Learning Center. We are excited to work with you. The Learning Center offers academic assistance through a variety of teaching and tutoring services designed to help students succeed in college. Our goal is to support and expand the students' classroom experiences.

Tutoring services are provided through peer and professional tutors that take place in the Learning Center. Students are encouraged to use the BMCC Learning Center, in addition to the academic enrichment courses, to develop their skills in areas such as reading, writing, and basic math.

As a tutor, you will provide your expertise, experience, and encouragement to the students. Your main goal is to assist students, individually or in small groups, to help build student's self-confidence and prepare students for independent academic success.

The Learning Center is open to all BMCC students. The center is a quiet place for all students to be tutored, study, do homework, take tests, utilize the computers, and relax.

Thank you for joining the Learning Center team. Together we can make a difference. We welcome any suggestions and encourage your comments. We look forward to working with you.

Sincerely,

Debra J. Wilson

Debra J. Wilson
Dean of Student Services

Contact Information

BMCC Learning Center Business Hours

Monday – Thursday
8:00 a.m. – 4:30 p.m.

Mailing Address

12214 W. Lakeshore Drive
Brimley, MI 49715

Phone Number

Debra Wilson, Dean of Student Services – 248-8442
Office: Learning Center
Email: dwilson@bmcc.edu

Kelly Bedell, Student Services Specialist – 248-8432
Office: Administration Building Room 124
Email: kbedell@bmcc.edu

Learning Center Receptionist Desk – 248-8456

Learning Center Website

http://www.bmcc.edu/student_services/learning-center.html

Peer Tutoring Requirements

Student tutors are current full-time or part-time BMCC students who have an A or high B average in the subject in which they tutor, recommendation from one instructor, and an overall GPA of 3.0 or higher.

Peer Tutor must:

- I. Have received an A or B in the course or courses they are willing to tutor.
- II. Be approved by the faculty member and the Dean of Student Services for that course.
- III. Be a "student in good standing" with BMCC. Good standing includes satisfactory academic progress (cumulative GPA of 3.0 or higher), acceptable attendance in all classes in which the student is enrolled based on BMCC Student Handbook, 70% attendance, no outstanding debts with BMCC, and conduct which is considered acceptable according to the BMCC Student Handbook.
- IV. Have good communication skills and be willing to work with small groups.
- V. Have a high level of patience and a sincere desire to help others.

Peer Tutoring Responsibilities

Peer Tutor will:

- I. Contact the Dean of Student Services by telephone or email if you are running late or absent for a scheduled session.
- II. Be prepared, punctual, and willing to work.
- III. Be courteous and professional.
- IV. Assist students, individually or in small groups
- V. Facilitate learning as a guide and coach to assist the student to become a successful independent learner.
- VI. Desire to work with culturally and racially diverse population.
- VII. Integrate effective study and learning strategies to maximize the student's potential for academic progress.
- VIII. Support faculty as the primary source of course information (be professional but do not take the place of the instructor). With the permission of the tutee, consult the faculty, when necessary.
- IX. Be knowledgeable of other academic resources available on campus.
- X. A list of students tutored and the amount of time they were tutored as well as a bi-weekly time sheet must be submitted to the Dean of Student Services for approval. Tutor will be paid at an hourly rate of \$XX.00 per hour.
- XI. Follow procedures presented in tutor manual.
- XII. Ability to work effectively as team member of Bay Mills Community College.
- XIII. Tutor will maintain confidentiality on any information pertaining to students and private data used in the Learning Center while working as a tutor and after leaving employment as a tutor.

Professional Tutoring Requirements

Professional tutors are full-time or adjunct BMCC instructors or community residents who hold a Bachelor's degree in one of the tutoring areas provided and who possess knowledge of diagnostic/prescriptive learning.

Professional Tutor must:

- I. Have good communication skills and be willing to work with small groups.
- II. Have a high level of patience and a sincere desire to help others.
- III. Content knowledge

Professional Tutoring Responsibilities

Professional Tutor will:

- I. Contact the Dean of Student Services by telephone or email if you are running late or absent for a scheduled session.
- II. Be prepared, punctual, and willing to work.
- III. Be courteous and professional.
- IV. Assist students, individually or in small groups
- V. Facilitate learning as a guide and coach to assist the student to become a successful independent learner.
- VI. Desire to work with culturally and racially diverse population.
- VII. Integrate effective study and learning strategies to maximize the student's potential for academic progress.
- VIII. Support faculty as the primary source of course information (be professional but do not take the place of the instructor). With the permission of the tutee, consult the faculty, when necessary.
- IX. Be knowledgeable of other academic resources available on campus.
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- XI. Follow procedures presented in tutor manual.
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Information for Students Utilizing Tutoring Services

This information is given to students when they utilize any tutor. However, it may also be useful to you in your sessions and understanding your expectations.

What should a tutee bring to a tutoring session?

- I. The textbook from that class
- II. Syllabus, if applicable
- III. Notes, past tests or quizzes, assignment, etc.
- IV. The work completed on the assignment so far
- V. Calculator or other supplies needed for the session
- VI. Come prepared with a list of questions

What should the tutee expect from a tutoring session?

- I. It is very important for you to have an idea of what you want to work on. The session depends on what your needs are, so be sure to talk to the tutor before you begin.
- II. Tutoring sessions do not replace class instruction, reading the text, or independent work, but do offer reinforcement, practice, clarification, and suggestions for improvement.
- III. Related resources.

What a tutee should NOT expect from a tutoring session.

- I. The tutor will NOT do the work for you. Tutors will complement your work, reinforce your learning, provide you hints and suggestions for learning the material, and review with you but they will not replace good, honest, hard work.
- II. The tutor will NOT “cram” with you. Do not expect to have a 5 hour session the day before the test.
- III. Students will NOT “drop off” homework or assignments for a tutor to review, unless tutor allows it. You should sit with the tutor and discuss the work and your questions together.
- IV. Tutors will NOT write a student’s essay. The tutor’s job is to answer questions and make suggestions, but the words and ideas should be the student’s.
- V. Tutors will NOT edit/proofread an entire essay. Instead, they will answer specific questions.
- VI. Tutoring will NOT necessarily result in a perfect, error-free paper and does not guarantee high grades on your writing. Our opinions are just that – opinions; you are free to take or leave these opinions at your own discretion.

Tutor Code of Ethics

- I. My major motivation is building the student’s self-confidence.
- II. I must be able to admit my own weaknesses and will seek assistance whenever I need it.
- III. Respect for student’s personal dignity means I must accept that individual without judgment.
- IV. Students will constantly be encouraged but never insulted by false hope.
- V. Student will understand that my role is never to do the student’s work.
- VI. I will do my best to be punctual, not only out of courtesy but as an example for the students.
- VII. Good tutoring enables students to transfer learning from one situation to another.
- VIII. My ultimate tutoring goal is student’s independence.
- IX. I will respect cultural, individual, and role differences, including those based on age, sex, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status.
- X. I will respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality and self-determination.

Tutor and Tutee Relationship

- I. At the beginning of your first session, introduce yourself and offer some information about yourself – your major, your hometown, your hobbies, etc.
- II. During the first session, find out what kind of help they think they need. What do they hope to get out of a tutor? What are their goals and what do they want to improve upon? What problems are they having in the course, what questions do they have about the material, why do they think they are not getting good test / paper grades? Together, try to determine the most important and necessary objectives. REMEMBER TO LISTEN ACTIVELY AND CAREFULLY.
- III. Remember that your tutee may be intimidated or lack confidence during your session. Do all you can to reassure your tutees and show them that you are not there to judge; you are there to help them become independent learners.
- IV. It is important to make tutees feel comfortable with you and with the idea of asking for help. Be encouraging, positive, and enthusiastic.
- V. Keep information revealed during tutoring session confidential. Feel free to discuss any areas of success or concern with the Dean of Student Services, but refrain from discussing this information elsewhere.

Tutoring Methods

Active Listening

Listening is an acquired skill. In normal conversation, we don’t really listen to others. We hear what they say but don’t listen carefully enough to “read between the lines”. In order to be an effective tutor, you have to slow down and concentrate on what your tutee is saying. Is he/she grasping the concept? Can

he/she explain it easily or does it take some effort? Is his/her body language saying anything? In order to get the answers to these and other questions, you must listen carefully and observe purposefully.

Drawings and Diagrams

For a visual learner, tactile learners, or for certain types of content fields like science, you may find that a drawing or diagram is the best way to convey information. It is much easier to understand a drawing of carbon dioxide than an explanation of carbon dioxide. Visual learners will need to see, usually on paper, what you are describing. For tactile learners, (those who learn by doing), have the tutee build the model or diagram himself/herself. The act of building the model will reinforce learning.

Use Reinforcement

Your tutees will need you to notice their successes as well as their mistakes. That's where reinforcements come in. When using reinforcement's, make sure to reinforce improvement without over-exaggerating the student's gain. The more specific you are about the gain, the better. Following are some examples of reinforcement:

Verbal

"Good job on _____!"

"You are really doing much better with _____!"

"I like the way you did _____!"

"This looks better than the last time."

"You have really been working hard at this. I am proud of your effort."

Nonverbal

Use facial expressions, smile, and look surprised.

Nod your head.

High five or give the thumbs up sign.

Reinforcements help the tutee have a sense of accomplishment, provide a reward, and give tutees an incentive to do more. After all, you noticed!

Tips for Writing Tutors

Writing tutors have the opportunity to assist with individual and small group needs. In either situation, writing tutors do not simply edit or "correct" papers. Instead, they enter into a dialogue with students about their writing in an effort to make students aware of their strengths and weaknesses in content, clarity, and grammar. It is not only important for writing tutors to be aware of the rules of language and writing—effective writing tutors inspire confidence and appreciation of language in student writing. This can be difficult since most students find writing intimidating, mysterious, and difficult. But with one-on-one help, many students discover their talents and eliminate their mistakes.

Some things for writing tutors to remember:

- ✓ At the beginning of the session, ask the student what they want to focus on. If they have problems being specific, ask them what the most difficult part was to write or what they don't like about their paper.
- ✓ When a student questions their thesis statement's effectiveness, or you determine that it is not effective, ask the student to tell you what their main purpose is in writing this paper; what do they want to tell their audience?
- ✓ One of the main goals of a writing tutor should be to encourage the student to make time and effort for prewriting. Therefore, it is essential to practice, demonstrate, and discuss the types of and benefits of prewriting.
- ✓ Some students might not have started writing their paper yet, but want you to help them come up with a topic, thesis, or outline. In this instance, it is important not to give too much help, but to ask questions in order to make the student think critically and come to their own conclusions. Mapping or free-writing could be particularly useful in this case.

- ✓ Sometimes reading a paper aloud can help the student to recognize grammar and proofreading errors. Reading aloud also appeals to auditory learners.
- ✓ Looking at a paper with several grammar mistakes might be overwhelming and you might want to “fix” the errors. However, the point of tutoring is to help students become more independent learners. Therefore, you can help them recognize their patterns of error and provide them with review and resources so that they can start editing for those mistakes.
- ✓ You and the student will have to decide whether you want to focus on content, revision, or editing. If you try to do all three, you will not have a very productive session. You will usually leave the writer with more questions.

Tutoring Scenarios and Potential Problems

Regardless of preparation, there may still be occasional problems. Below are some common problems and suggestions for handling them.

Tutee Comment: "My assignment is due tomorrow. Will you help me?"

Tutor Response: "Let's take a look at the type of problem you have. We'll work on something similar, so that you'll be able to do the assignment." Remember: It is not your job to do students' homework assignments. If you do, the students will not learn how to do the work on their own. Waiting until the last minute to do assignments may also be a sign of poor time management skills. Model time management behavior in your sessions.

Tutee Comment: "I've already done my homework. I just need you to check it for me."

Tutor Response: "Well, you know, we don't proofread assignments. But, I'll tell you what I can do. If you'll show me the areas you're worried about, we'll discuss those problems in general and take a look at your book. Then, you can check your homework." Remember: It is not your job to make sure that everything a tutee turns in is perfect. Helping students with specific homework problems is not what you were hired to do. Review similar homework problems and help the student develop the critical thinking skills necessary to do his/her homework assignment independently. Tutees must learn how to check their own work and how to have confidence in the answers they give. If they can do this, they will:

- ✓ Be able to defend their answers.
- ✓ Understand more completely.
- ✓ Develop better self-esteem.
- ✓ Become more independent.

Tutee Comment: "Come on. I'm your friend. Help me out here. I need you. I can't come during your scheduled times. Can't you make an exception for me?"

Tutor Response(s): "I know how tough it is." "Have you considered forming a study group with others in your class?" "Have you checked to see what your instructor's office hours are?" "We also have other tutors available. Have you checked to see if any of their hours coincide with your free time?" Remember: It's really hard to say no - especially to someone who considers you a friend. Although it is difficult, saying no will help the tutee take responsibility for his/her own learning. You should not be the sole resource for your tutee.

Tutee Comment: "This instructor is really crazy. I think she's out to get me."

Tutor Response: "Sounds like you're having a bad time. I'm sorry you're finding it difficult to succeed in this class. Perhaps you could show me some of the problems you are having difficulty understanding. I may be able to help clarify them for you. We may also need to review how you are studying for this class. You may have to invest more study time so that lectures are more meaningful and less stressful."

Remember: Regardless of how an instructor is performing, it will not help the student by complaining with them. The student will still have to find a way to understand the material and pass the course. **Avoid talking about instructors.** Students sometimes use this as an excuse for doing poorly. The more you help them find ways to learn effectively, the less dependent they will be on learning ALL the material through lectures and class time. **(Also, remember that anything you say about the instructor will get back to that instructor, which will reflect negatively on tutoring services.)**

Tutee Comment: "I can't take it anymore. I'm dropping out."

Tutor Response: "I'm sorry to hear that. Before you make any decisions, why don't you talk to the Dean of Student Services? She may be able to help you find another alternative." Remember, the student may be having family problems, emotional problems, or something other than academic problems that are contributing to his/her feelings of hopelessness. If so, this situation is beyond your job scope. Please make a referral to someone with more training.

Referral Skills

Tutoring sessions can often bring with them a wide variety of issues. Tutees are often comfortable enough with the tutoring relationship to ask the tutor for advice about any number of things. Thus, a tutor must be knowledgeable about the types and locations of campus services available to students and how to access those services.

Recognizing When to Refer Tutees to Services

- If a tutee is using tutoring time inappropriately (i.e. using tutoring time to socialize or to discuss personal issues, repeatedly coming to tutoring unprepared)
- If the tutee is very tense, shy, non-verbal, and uncommunicative
- If the tutee's behavior changes dramatically from earlier tutoring sessions
- If the tutee exhibits any of the following behaviors:
 - Depression: general sadness, slow moving, weepy, hopeless or very agitated, nervous, worried, unable to focus on academics
 - Anxiety: agitated, unable to focus, hyper, consistently fearful, acting startled
 - Signs of substance abuse: failing to meet obligations, erratic behavior, inability to function effectively

Knowing How and Where to Refer Tutees to Services

- Tutors should discuss a problem situation with the Dean of Student Services. Tutors need to understand that the tutee's problems are not the sole responsibility of the tutor. The Dean of Student Services might need to intervene to insure that the right services are initiated for the tutee.
- Offer information to the tutee about available support services. Ask the Dean of Student Services for a list of Student Support Services if needed.
- Suggest a particular service to the tutee as appropriate, explaining its location, services, hours, etc. The tutor could accompany the tutee if the tutee desires. However, the tutee is the one who should make the initial phone call or contact.

Important Reminders

- Tutors ARE NOT trained psychologists, psychiatrists, social workers, health care personnel, or counselors. Tutors should not exceed the role as a tutor. Tutors should always go to the Dean of Student Services if there is an issue that needs attention.
- Tutors ARE NOT expected to solve all problems for their tutees. The primary focus as a tutor should be on course work, not on a tutee's personal problems.
- Tutors MAY NOT be successful with every assigned student. Tutors should recognize and acknowledge that no amount of tutoring will be enough for some students who bring their personal issues into the sessions.

General Procedures

- I. Tutoring requires commitment. Please do not begin unless you are willing and able to continue.
- II. All tutoring will be done on campus in the Learning Center during school hours.
- III. Please report any problems to the Dean of Student Services as soon as possible.
- IV. Please respect the confidentiality of the tutoring relationship.
- V. BMCC expects each member to act so as to ensure the right, welfare, and security of all members.

Tutoring Do's and Don'ts

Do's

- Do be supportive, encouraging and provide positive reinforcement.
- Do offer suggestions.
- Do listen.
- Do let your tutee set the pace.
- Do adjust for student needs.
- Do ask questions.
- Do empathize.
- Do set limits.
- Do show up on time.
- Do use wait time to allow student to answer questions.
- Do observe boundaries.

Don'ts

- Do not do the work for your tutee.
- Do not be negative about faculty.
- Do not overwhelm student.
- Do not try to replace the teacher.
- Do not take things personally.
- Do not cross personal boundaries.
- Do not dress provocatively.
- Do not be unprofessional.
- Do not talk too much.
- Do not be overpowering.
- Do not make it your mission to save them all.



**Bay Mills Community College
Student Employee/Student Volunteer/Student Intern
Confidentiality Agreement**

As a student employee, student volunteer or student intern of any office, department or program of the Bay Mills Community College, I may have access to sensitive or confidential information from public and/or private sources. This confidentiality agreement serves to verify that I have been made aware of the strict prohibition against inappropriate use of sensitive or confidential information.

I, _____ (Print Name), understand that Bay Mills Community

College expects me to hold in confidence any information I may become privy to in the course of my work. I also understand that each office, department, or program in which I may work or volunteer has an obligation to protect any highly sensitive or confidential information it is given. Because this information is solely available to me as a result of my employment, I will not discuss, use, forward, print, copy, photograph, record or otherwise disseminate any confidential or sensitive information that is given, shown, or available to me, or otherwise comes to my attention, for purposes outside the legitimate scope of my work.

Examples of confidential information that I may become aware of during the course of my student employment, internship or volunteer work at Bay Mills Community College include, but are not limited to:

- Information regarding the financial circumstances, giving and payment records, or financial aid status of students, prospective students, employees, associates, donors, guests, and the family members of the aforementioned, as well as those of corporations and other organizations which have an established or potential financial relationship with Bay Mills Community College.
- Information regarding the academic status or records of students, prospective students, alumni, employees, donors, associates, and guests of the College.
- Information regarding the physical or mental health or personal affairs of any of the aforementioned individuals.
- Information pertaining to Bay Mills Community College's finances or budget, public relations plans or details, communications plans or details, or other internal or sensitive institutional information.
- Information regarding access to electronic files of any kind, and information pertaining to intellectual property of any kind, written or unwritten.

I acknowledge the confidentiality of all Bay Mills Community College student and employee information and records and other confidential and propriety information and records. This information will not be revealed to or distributed to or discussed with anyone other than the appropriate, designated supervisor.

I have also read and understood the Family Educational Rights and Privacy Act of 1974 (FERPA). I understand that disclosing confidential data, without proper authorization, may violate the Family Educational Rights and Privacy Act of 1974 ("FERPA") and other federal and State laws and regulations.

I further agree that during the term of my employment/association and following my separation from such employment/association, I will be bound by this agreement. I understand that failure to abide by this agreement could constitute just cause for disciplinary action, including immediate termination from employment or volunteer work and referral to Bay Mills Community College's Disciplinary Procedure for possible suspension or dismissal from the College.

Student-Employee Signature: _____ Date: _____

This agreement of confidentiality is a product of the Bay Mills Community College Student Services Office.