



NORTHERN
Oklahoma College
TONKAWA | ENID | STILLWATER



Training Manual

Life changing.

Table of Contents

Welcome to the Northern Oklahoma College Tutoring Program	2
About Northern Oklahoma College	3
Academic Affairs and Tutoring Center Contact Information	4
Definition of Tutoring	5
Step-by-Step Tutoring Session	7
Learning Styles	9
Tutor Do's and Don'ts.....	12
Cross-cultural Communication	14
Students with Learning Disabilities.....	20
Student Dress, Grooming, and Time Cards	25
Institutional Sexual Harassment Policy	27
Academic and Student Integrity	29
The Family Educational Rights and Privacy Act (FERPA) and Tutor Confidentiality	31

Welcome to the Northern Oklahoma College Tutoring Program

Dear Tutor,

We are excited to welcome you as a tutor for the upcoming academic year. At Northern Oklahoma College, we believe in providing individualized services that lead our students to achieving their academic goals in a welcoming, safe, and supportive environment. We strongly believe in providing student support in and out of the classroom so they may receive a full college experience. We know you will represent NOC by modeling the highest standards of professionalism, patience, and academic integrity while working with students.

This manual will provide you with information, tips, and procedures to help you provide the most successful tutoring experience. Please remember that NOC staff and faculty are available to answer any questions and work with you through any concerns. The Academic Affairs Office may be contacted at 580.628.6210 or by email at kathleen.swain@noc.edu.

Thank you for your interest in helping students achieve their goals! Have a great year!

About Northern Oklahoma College

Our Mission

Northern Oklahoma College, the State's oldest community college, is a multi-campus, land-grant institution that provides high quality, accessible, and affordable educational opportunities and services which create life-changing experiences and develop students as effective learners and leaders within their communities in a connected, ever-changing world.

Our Vision

Northern Oklahoma College will be recognized as a model institution and leader in academic quality and cultural enrichment, promoting student success, collaborative learning, creative and forward thinking, and community responsiveness.

Core Values

Personalized Education:

We believe in providing individualized services that lead our students to achieving their academic goals in a welcoming and safe environment.

We believe in providing support to students in and out of the classroom so that they receive a full college experience with diverse opportunities.

Community and Civic Engagement:

We believe that educated citizens are necessary for a healthy, democratic society, and that free and open expression and an appreciation for diversity are cornerstones of higher education.

We believe in economic and environmental sustainability and the importance of enriching the intellectual, artistic, economic, and social resources of our communities.

Continuous Improvement:

We believe in the inherent value of intellectual pursuit for both personal and professional growth, as well as in the need to prepare students for 21st century professions.

We believe that a knowledge-centered institution is vital to a knowledge-based economy, and we measure our success against national models and standards of excellence.

References:

About NOC (<http://www.noc.edu/about-noc>)

Academic Affairs and Tutoring Center Contact Information

ACADEMIC AFFAIRS: TONKAWA CAMPUS

1220 E. Grand
P.O. Box 310
Tonkawa, OK 74653-0310
Phone: 580.628.6210
Fax: 580.628.6209

ACADEMIC AFFAIRS: ENID CAMPUS

100 S. University
P.O. Box 2300
Enid, OK 73702-2300
Phone: 580.548.2207
Fax: 580.548.2216

TUTORING CENTER: STILLWATER CAMPUS

615 N. Monroe St.
P.O. Box 1869
Stillwater, OK 74076-1869
Phone: 580.628.6925
Fax: 405.744.7965

Tutoring schedules and locations for each campus can be found on the NOC Website under Current Students and Tutoring (<http://www.noc.edu/tutoringservices>).

Tutoring Services are also available on Tutor.com. Students may access this service through their Blackboard account. All students are allowed five free hours of online tutoring each semester.

Definition of Tutoring

There are many definitions and interpretations of the term “tutor,” which depend on the individual who has taken on the role as the tutor, the student receiving the tutoring service, and dictionary definitions.

Merriam Webster defines a “tutor” as:

“A private teacher, or one who teaches or guides, usually individually in a special subject or for a particular purpose.”

Dictionary.com defines a “tutor” as:

“A teacher of academic rank lower than the instructor in some American universities and colleges, who assists students in preparing for examinations.”

Oxford Dictionary defines a “tutor” as:

“A private teacher, typically one who teaches a single student or a very small group.”

These definitions have similarities and differences but there is, however, a basic understanding of the term that almost everyone can agree upon. A tutor is not a licensed instructor or teacher, but rather a person that provides assistance to a single student or a group of students in a course or other academic related subject, such as creating a learning style. The tutor acts as a guide who assists the student in becoming an independent learner with the skills to assess, question, discuss, and practice their own course material.

Responsibilities and Duties of the Tutor

- Help students learn and problem solve on their own.
- Practice the application of problem solving.
- Demonstrate the study skills necessary to learn new information.
- Model and exemplify the qualities of a successful student.
- Follow the rules and policies presented in this manual and the Student Handbook.
- Report any problems or concerns to the supervisor, the Office of Academic Affairs, or the instructors.
- Respect the student’s strengths and weaknesses.
- Keep sessions confidential, unless concerns or problems arise; then contact an instructor or Academic Affairs.
- Maintain professionalism because tutors are employees of NOC and should act as such.
- Support and respect the teaching methods of the instructor.
- Be punctual for sessions. If you cannot make it to a session, then inform the supervisor and students.

- Acknowledge and respect the cultural differences of students.
 - Be aware of, sensitive to, and respectful of students with learning disabilities.
 - Create a comfortable and positive learning environment.
 - Maintain academic integrity.
 - Complete paperwork (time cards, employee packet, etc.) on time.
-

Quiz Time!

This quiz includes fill in the blank, multiple choice, and true or false questions. The correct answers are provided at the end of this quiz. This quiz is for your personal use only.

1. One of the tutor's responsibilities is to teach subject material that may or may not adhere to the instructor's teaching methods. True or False
2. A tutor must... (Select all that apply)
 - a. Be an example of a successful student
 - b. Be respectful and mindful of the student's strengths and weaknesses
 - c. Share details of every session with an instructor or supervisor
 - d. All of the above
3. If any problems or concerns should arise, contact a supervisor or the _____

Answers

1. False. It is a tutor's responsibility to support the instructor's teaching methods and act as a guide in assisting the student become an independent learner.
2. Choices A and B are correct. Sessions should remain confidential, unless there are problems or concerns, then tell a supervisor.
3. If any problems or concerns should arise, contact a supervisor or the Office of Academic Affairs.

Step-by-Step Tutoring Session

1. Greeting

- First impressions are everything. Take 2-3 minutes to introduce yourself and become acquainted with the student. A brief conversation will set the tone for the session.
- Standing to say hello, making eye contact, smiling, creating a positive tone, and having a warm and friendly disposition set up the session for success.
- Explain your role as the tutor so there are no misunderstandings about your expectations and duties.
- Establish trust by making small talk and easing the fear and anxiety that the student may have.

2. Identify the Goal or Task

- Allow the student to explain his or her assignment to you and ask to see the syllabus or assignment sheet. You cannot effectively help the student unless you understand the assignment.
- Clarify students' concerns and re-state what they have told you.

3. Break the Goal or Task into Parts

- Allow the student to break down the goal or task into parts.
- Encourage the student to lead the session by asking questions about the assignment.

4. Identify the Learning Process

- Identify what students already know by asking them to explain the steps or approach they learned in class. Make sure you do not use a different technique than what the instructor has used.
- Help students decide what tools they need to use in order to solve their problems. For example, do they need to analyze, organize, prove, or explain?

5. Address the Tasks

- First, look for positive things you can comment on, even in the case that there are errors in their work. Then, explain the material that is not clear to the student.
- Do not interrupt students when they are speaking or working through a thought process but redirect with questions to clarify thought processes.
- Utilize books and other resources.

6. Student Summary

- Have students summarize the session and what they learned.
- Wait until they are finished before you correct them.
- Ask questions and restate what the student has told you to make sure there are no misunderstandings or confusion.

7. Give Praise

- Give students praise for their good work and being able to understand and comprehend the material. The session should start and end on a positive note.

8. Confirmation

- Ask students if they have any more questions about the material or any other areas where there may be confusion.
- Validate that the goal or task of the session was achieved.

9. Ask for Feedback

- Ask students how they felt about the session, how you as the tutor can improve, and if they would recommend you to other students.

10. Closing and Goodbye

- Stand when parting with the student and remember to smile.
- Remind students to practice what they have learned in order to retain the information.
- Thank students for coming to the session and encourage them to return if they need more help.
- Remind students of the tutoring hours and to visit with their instructor if they are having more difficulties. If you or the instructor are not available then, Tutor.com is also accessible for all NOC students through Blackboard.

Quiz Time!

This quiz includes fill in the blank, multiple choice, and true or false questions. The correct answers are provided at the end of this quiz. This quiz is for your personal use only.

1. After the student explains what they need help with, allow them to tell you what they already know and go from there. True or False
 2. List the steps of the tutoring process in order
 1. Explain material that isn't clear
 2. Introduce yourself
 3. Allow the student to explain the assignment
 4. Ask the student to summarize the session
 5. Thank the student for coming and to return if they need more help
- a. 3, 2, 4, 1, 5
b. 2,3, 1, 4, 5
c. 5, 2, 1, 4, 3
d. 2, 3, 5, 4, 3

Answers

1. True.
2. B. 2, 3, 1, 4, 5

Learning Styles

Everyone has a different way that he or she comprehends and retains information, and it is your job as the tutor to help the student learn in the way that he or she prefers to learn. Some students may not know what their learning style is and will need assistance in identifying it. Some students may prefer more than one learning style, meaning that they require a combination of strategies to learn the material. There are four basic learning styles: visual, auditory, read/write, and tactile. Descriptions of the different learning styles and how you can accommodate their preferences are listed below.

Visual

Students who are visual learners like to use graphs, charts, books, and pictures to comprehend and retain information. Due to their ability to read body language, they learn better by watching lectures, rather than just listening to them. They are also able to recall and remember information that is written down.

Tutors should encourage this type of student to:

- Color code their notes, for example, black ink for definitions and blue ink for important dates.
- Review notes after class, or as soon as possible.
- Write note cards with visual hints.
- Use flash cards, maps, graphs, or other visual representations.

Auditory

An auditory learner can retain information by listening, remembering spoken words, ideas, and music lyrics. They also do very well on oral exams. It is difficult for them to comprehend written materials without some sort of background noise.

Encourage auditory learners to:

- Talk through steps to come to a conclusion.
- Record class notes and reading material to listen to later.
- Read assignments and notes out loud.
- Make songs out of study materials or notes and recite them repeatedly.

Read/Write

Students that learn by reading or writing would typically prefer to study alone in order to prevent any interruptions or diversions, and others may prefer to study by reading aloud to others. It is common for these students to enjoy reading in and outside the classroom.

Tutors should advise students that learn by reading or writing to:

- Take a lot of notes and repeatedly rewrite these notes using their own words.
- Make lists.
- Write out steps.
- Summarize charts, maps, and graphs in as many words as needed to interpret and describe the content and make it easier to remember and understand information.

Tactile

Tactile learners are students that find it beneficial to learn with kinesthetic or physical movements. They learn by doing and working with their hands, and they also do well with science experiments, physical activities, art, and acting. They often struggle with reading and listening to lectures and speeches. In other words, they remember things in relation to what they are doing.

Tutors can advise students to:

- Follow their finger while reading books or notes.
- Pace or walk while saying notes out loud.
- Squeeze a stress ball.
- Take breaks as often as possible to prevent boredom or disinterest.
- Utilize demonstrations during a tutoring session.

Final Words

Accommodating the students' needs will make for an easier and more successful tutoring session. Knowing and understanding the students' learning style can help you know how to help. If students do not know what their learning style is, then asking them what they benefit from the most, such as listening to lectures in class, reading the textbook, looking at visual representations of learning material, or learning through physical discovery, will help you to determine what kind of strategy to encourage them to utilize. Practicing new strategies with students will help them develop good studying habits to do on their own.

References:

"VARK: A Guide to Learning Styles (<http://vark-learn.com/>)

Quiz Time!

This quiz includes fill in the blank, multiple choice, and true or false questions. The correct answers are provided at the end of this quiz. This quiz is for your personal use only.

1. Tactile Learners find which method beneficial?
 - a. Making lists
 - b. Flash cards
 - c. Color coding notes
 - d. Squeezing a stress ball
2. _____ should be encouraged to color code notes and use visual representations such as graphs and tables.
3. Auditory learners struggle with reading and listening to lectures and speeches. True or False
4. A student may or may not know what their learning style is. True or False

Answers

1. The correct answer is D. Squeezing a stress ball
2. Visual learners should be encouraged to color code notes and use visual representations such as graphs and tables.
3. False. Auditory learners struggle to comprehend written materials without some sort of background noise.
4. True. If the student does not know what their learning style is, it is your job as the tutor to help him or her to discover it.

Tutor Do's and Don'ts

Northern Oklahoma College strives to provide the best services to our students, and keeping that in mind, there are several things that a tutor should and should not do in order to be effective and successful during the tutoring session. Below is a list of basic practices that can be beneficial in creating the best experience for both parties.

Do

- Be on time and present when you are scheduled to work. If you cannot make it to a session, notify your supervisor as well as your students before the absence.
- Stay positive. Negativity will discourage students and they may not have a successful session or even return for more sessions.
- Teach students to learn on their own by showing them how you would work towards the solution.
- Be patient, compassionate, respectful, and kind. Your service means more to students than you can ever imagine.
- It is ok not to know all of the answers, but do your research and exhaust all of your resources, including visiting with instructors about the assignment, before telling students that you can't help them.
- Keep an open mind.
- When tutoring "difficult students," take a deep breath and do your job to the best of your ability. Then, if you cannot help them, refer them to their instructor for more help.
- Be confident in what you know.
- Be aware of students' learning style and learning needs.
- Be encouraging and a good listener.

Don't

- Don't be an instructor. Your job is not to teach the material to the student. Your job is to teach them how to learn the material.
- Don't contradict the instructor. Do not present course material in a way that does not follow the syllabus or instructor's directions for addressing the assignment.
- Don't work on your own studies unless there are no students to assist. The student always comes first.
- Refrain from demeaning phrases such as, "that's easy," "that's all wrong," or anything impolite or negative.
- Don't rush the session. If the goal or task of the session cannot be completed or achieved in one session, then schedule another session. Rushing will make the student feel overwhelmed and stressed.
- Don't speak poorly of the institution, courses, instructors, or other co-workers.
- Don't use profanity.

Quiz Time!

This quiz includes fill in the blank, multiple choice, and true or false questions. The correct answers are provided at the end of this quiz. This quiz is for your personal use only.

1. A successful tutoring session requires that a tutor... (Select all that apply)
 - a. Be confident in the subject material
 - b. Be patient
 - c. Know everything about the topic
 - d. Keep an open mind
2. If you cannot help a student, refer them to _____.
3. Teach the student to become an independent learner by modeling how you would work towards a solution. True or False

Answers

1. The correct answers are A, B, and D. It is ok not to know everything, but do as much research as possible before telling the student you cannot help them.
2. If you cannot help a student, refer them to an instructor.
3. True.

Cross-cultural Communication

Northern Oklahoma College is home to a wide range of culturally diverse students, and it is important to remember that all students process information differently. Students from abroad strive to be successful students just as much as local students, but often there is a cultural barrier that makes achieving academic goals a bit more challenging. The information provided in this section will offer definitions, tips, and advice to assist in crossing that cultural barrier, and overall provide the student with the best possible college experience.

What is Culture?

Culture is defined as many things by many people, and often differs from one country to the next. Culture does not simply refer to race, ethnicity, or religion. It is a broad set of factors, which include one's set of norms, traditions, events, rituals, symbols, and language. There are also significant details of a culture that we often don't think about, such as experiences, attitudes, hierarchies, roles, methods of communication, learning styles, symbolism, event oriented vs time oriented, and logic.

That being said, tutors may have to take a different approach to a tutoring session with an international student than they would with a native student. Tutors will have to think outside of their "normal" way of tutoring. Culture affects how people understand and interpret the world, especially in how they learn.

Listed below are tips to assist you in having a successful session with an international student.

- Practicing acceptance will make the sessions go smoother and will eliminate expectations of the other person.
- Being insensitive to the other person's background will cause them to think that you are superior to them and they will be unlikely to respond to your direction or message.
- Having the right attitude and using the right skills to interact with people with cultural differences will create a positive experience for both parties.
- Rather than trying to understand the cultural background of the other person first, many people tend to act and speak in the same way they would with a person residing from the same country. It is important to be cautious and "think before you speak."
- Everything you say and do reflects your culture and your College. It is important to keep in mind that how you behave, speak, dress, and work sets an example of all citizens of your country and as a student of the College.
- Whether you realize it or not, you are communicating with others all the time, most of the time without words. Body language, facial expressions, clothing, hygiene, eye contact, posture, and the way you listen impact how other people

see you. Negative signals such as slouching, arm and leg crossing, body odor, hands in pockets, blatant facial expressions, and lack of eye contact can all generate tension, mistrust, and confusion. Granted, all cultures have their own versions of non-verbal communication; for example, Italians use big hand gestures and shouting as signs of excitement, the thumbs-up gesture can be offensive in some countries, and making a circle with the thumb and forefinger meaning OK is considered a threat in some Arabic countries. The point is to be cautious in all forms of communication.

- It is ok to ask questions. When meeting someone from a different country or background, it is normal to be curious about their culture, but it is very important to be careful of how you pose the question. An engaging voice or tone communicates a positive and caring interest in the other person. The student will appreciate your desire to understand.
- Suspending and withholding judgment when discovering cultural differences allows you to stay open-minded toward the other person.
- A good rule of thumb is to remind yourself that another person's norms, traditions and overall way of life are not right or wrong; they are just different.
- It is normal to be nervous. Being worried about saying the wrong thing or insulting the other person is expected, and it is more than likely that the other person will be nervous too. New encounters can cause embarrassment, frustration, fright, withdrawal, and discomfort. Remaining calm and relaxed is key to making the session as comfortable and successful as possible.
- If you have questions or need advice on how to approach a student from another culture or what steps you need to take in order to have a positive and effective session, do not hesitate to talk to a professor because they most likely have experience with teaching a variety of students who comprehend materials differently.

Straight Logic vs Curved Logic

As mentioned before, people from various cultures learn or reason differently. Thought processes and how a person arrives at an answer or conclusion vary from person to person and culture to culture. In some cultures, people use rhetoric to arrive at a decision whereas other cultures are more straightforward in their logic or thinking.

American or Western logic is very straightforward in reaching a solution or conclusion. Roichi Okabe said it can also be perceived as a step-by-step, cause and effect, or as chain links due to its connectedness allowing for more direct explanation. Most conclusions or answers come from facts, statistics, data, and supporting evidence. "Beating around the bush" is often frustrating for Westerners who prefer to "get to the point." The logic of most other countries is indirect and are similar to a spiral or curved shape.

Duane Elmer says that in his experience African logic starts with the point being the topic or issue being addressed and uses an illustration of some sort to expand on the topic and return to the point. This process may be repeated several times before coming to a complete conclusion. This way of thinking may prove beneficial due to its repetition

of reiterating the subject and basically driving it into a person's mind for future reference.

According to Richard Porter and Larry Samovar, Latinos take a more deductive approach to communicating with others. They start with the most general aspects by defining the issues, categorizing them, and deciding the main principle. The logic then comes to a conclusion by concentrating on contemplation and intuition rather than facts and evidence.

Jolene Koester and Myron Lustig, authors of *Intercultural Competence: Interpersonal Communication Across Cultures*, note that the Asian way of thinking is a little more confusing than the African and Latino logic. Asians tend to speak without leading to a certain message. This method is received as imprecise and indirect. Asians, more specifically the Japanese, are taught not to be specific because it is considered rude and inappropriate.

It is due to these various ways of thinking that can cause confusion between the student and instructor or the student and their tutor. A student could fail an assignment for being unreasonable, unclear, or vague. To be able to reach out to or assist a student in understanding their course material, it is important to know their way of arriving at a conclusion or solution and accommodate them so that they can get the most out of the session. Not doing so, may result in confusion and frustration for both parties.

Cultural Adjustment Map

The following map, presented by Duane Elmer in his book *Cross-Cultural Connections*, is a visual on how different outcomes will come from certain approaches to new situations. This map was composed for people residing in or visiting a foreign country and faced with cultural differences, but it can be useful for anyone who is meeting someone from a foreign country.

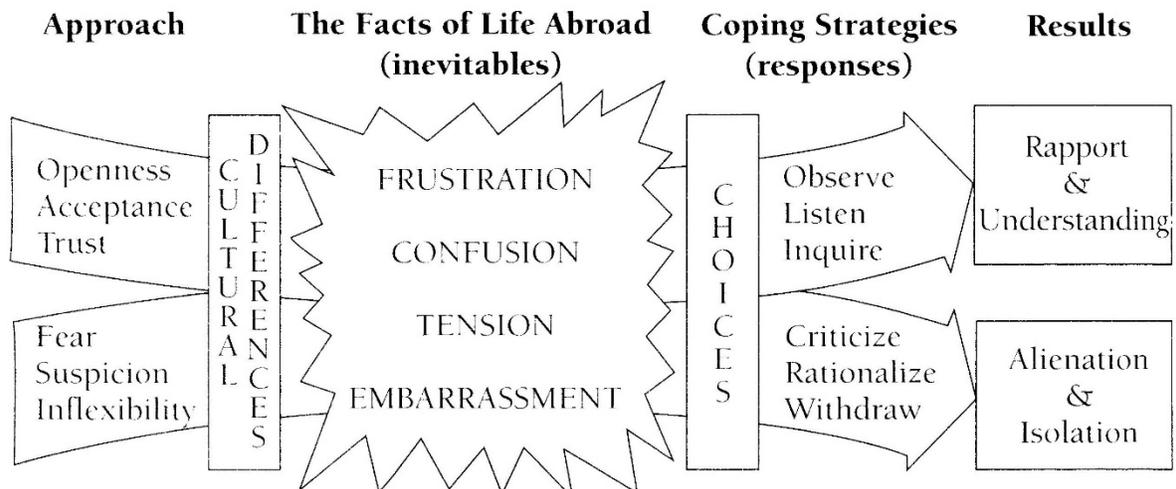


Figure 8.1. The Cultural Adjustment Map

The map can be looked at as having two tracks—the upper track and the lower track. The upper track begins with an open, accepting, and trusting approach and the lower track begins with fear, suspicion, and inflexibility. Most people tend to believe that they are on the upper track more than the lower track, but in reality we tend to go back and forth between the two, which is completely normal and it will most likely happen more than once while communicating with an international student.

When being met with cultural differences, it will inevitably result in frustration, confusion, tension, and/or embarrassment. For example, some cultures consider being late to a meeting or appointment as appropriate or polite while Americans view it as rude or frustrating. Experiencing the inevitable does not mean that you are failing as a tutor or that you are ineffective and should give up. It does mean that you are human and that you cannot control other people. We can, however, control how we choose to cope with the inevitable.

The coping strategies section of the map displays the positive and negative choices we can make in order to get the best or worst result. A person that chooses one of the more positive coping strategies such as observation, listening to the student, or inquiring will lead to good rapport and some understanding between the tutor and the student. Choosing one or a combination of strategies on the lower track such as criticizing the other person and their differences, rationalizing, or withdrawing from the situation will

result in the student isolating or alienating themselves. The negative responses to the inevitables can lead the student to believe that they cannot trust you to help them academically, causing more frustration that may already exist.

Choosing to be on the upper track is not always easy, due to the fact that we are human, we are not perfect, and we often act without realizing what the results may be. Remembering this map will hopefully lessen the stress and anxiety in communicating and understanding an international student. Also practicing the approaches and coping strategies presented in this illustration will make them into habits instead of difficult decisions.

Final Words

Creating a good rapport with any student is important and critical to a successful session, and it can be difficult at times especially when meeting with an international student who may be accustomed to different ways of communicating, thinking, and learning. Any action that makes us look rude or offensive reflects our institution and our culture, and although we do not intend to be insensitive to other backgrounds, we simply do what comes naturally without realizing the problems that may arise. It is strongly advised that in order to prevent any setbacks or overall bad results, one must be informed about the best ways to approach an international student, how to have a successful session, and that being sensitive to and accommodating their learning style is important. Referring to an instructor for advice on tutoring a student from abroad may also be beneficial.

References:

- Elmer, Duane (2002). *Cross-Cultural Connections*. Downers Grove, IL: InterVarsity Press.
- Koester, Jolene, Lustig, Myron W. (1993). *Intercultural Competence: Interpersonal Communication Across Cultures*. New York: HarperCollins.
- Okabe, Roichi (1983). "Cultural Assumptions of East and West: Japan and the United States." *Intercultural Communication Theory*, 29-30.
- McDaniel, Edwin R., Porter, Richard E., Samovar, Larry A. (2011). *Intercultural Communication*. Boston, MA: Cengage Learning.

Quiz Time!

This quiz includes fill in the blank, multiple choice, and true or false questions. The correct answers are provided at the end of this quiz. This quiz is for your personal use only.

1. It is good to remember that in comparison to our culture, an international student's traditions, beliefs, and overall way of life is wrong. True or False.
2. In order to assist a student in understanding course material, it is important to know their thought process and accommodate them so they get the most out of a session. Failing to do this, may result in _____.
 - a. Confusion and frustration
 - b. Trust and good rapport
 - c. A positive experience
 - d. Body odor
3. If you need advice or have questions about how to tutor an international student, contact a professor or _____.
4. Experiencing the inevitables listed in the Cultural Adjustment Map is normal and does not mean you, as a tutor, are a failure. True or False

Answers

1. False. Another person's traditions, beliefs, and overall way of life is not right or wrong, it's just different.
2. The correct answer is A. confusion and frustration.
3. If you need advice or have questions about how to tutor an international student, contact a professor or NOC's Coordinator of International Students and Diversity Officer.
4. True. Frustration, confusion, tension, and embarrassment are all results of experiencing cultural differences. Experiencing the inevitable is normal and uncontrollable.

Students with Learning Disabilities

Northern Oklahoma College is committed to providing support services to students with disabilities. NOC faculty are obligated to provide an equal and fair opportunity to all students. Although post-secondary schools are required by law to provide assistance to disabled students, they are not required to lower academic standards or compromise degree and program requirements.

What is a learning disability?

The definition of a student with a learning disability as stated in the NOC Disability Handbook is “a person who has a physical or mental impairment, has a record of said impairment, or is regarded as having said impairment. A learning disability is anything that affects how a person processes information. A student with a learning disability may have difficulties with reading, spelling, writing, mathematics, organization, time management, studying strategies, and/or social skills.”

Confidentiality

Under the Americans with Disabilities Act of 1990 and the Family Education Rights and Privacy Act of 1974, students with disabilities are protected from discrimination and have the right to disclose or conceal information about a learning disability or disability related information. Tutors are not to share or discuss this information with other students or faculty, unless absolutely necessary.

Guidelines for Tutors

Before beginning a session with a student with a learning disability, a tutor must first understand that in order to have a successful session, they have to be comfortable and have a sense of calmness. It is important to remember that the student is a person first, and they desire to be treated in the same way as a student without a learning disability would be treated. A student that receives respect and senses that the tutor is sensitive to their needs will have an easier time trusting their tutor.

Derek Thurber an AmeriCorps VISTA member and developer of overall improvement of teaching and learning, advises tutors to avoid using the following terms when talking to or about someone with a disability:

- “Wheelchair bound”
- “Handicapped”
- “Suffers from...”

Thurber also advises that it is acceptable to use the following terms when speaking to or about someone with a disability:

- “Visually impaired”
- “Blind”
- “Physically disabled”
- “Hard of hearing”

Also, avoid terms that imply a person is overly courageous, brave, special, or heroic. People do not want special treatment. As the saying goes, “treat others as you wish to be treated.”

The tutor must also have an understanding of the student’s disability and their strengths and weaknesses. This is important in order to establish a teaching and learning style, because every student, disabled or not, learns differently. Focus on the student’s strengths, challenges, concerns, and requirements. It is important to ask the student what he or she would like to focus on in each session. For example, while one student may need help with a reading assignment due to a visual impairment, another student may need help with a Chemistry assignment.

The following are suggestions that may be of assistance in creating a learning style:

Auditory Aids

Students who read slowly, have difficulty taking notes, slow handwriting, or have a reading disorder such as Dyslexia will benefit from the following list of auditory aids. Students who could benefit from any one of the following services must contact Student Disability Services at 580.628.6651, and submit the proper forms.

- Taped Texts, including alternate format text books and Recording for the Blind and Dyslexic, are available for students who have a difficulty with reading.
- Note-taking Assistance can be arranged by contacting the Student Disability Services and requesting a volunteer note-taker. This is not intended to replace class attendance. If a student misses a class, then he or she will not receive notes from that day unless the instructor of the course agrees.
- Audio Recordings of course lectures are encouraged only if the student has the instructor’s permission. The student must provide their own recording device.
- Discussing ideas verbally, reading text aloud when possible, and creating mnemonic devices such as songs and poetry can also be beneficial.

Visual Aids

Students with short term memory loss, problems processing words and sounds, or weak social and verbal skills may find value in the following visual aids.

- Color-Coding notes or other materials is a method that can enhance memory and assist the student in grasping the information. Highlighting certain notes in certain colors will help in associating what information is what. For example, definitions may be highlighted in yellow while pink is used for important dates. This method could also be utilized by students with a visual problem in differentiating letters such as “B” from “D.” One letter may be underlined in blue ink while the other is underlined with red ink.
- Outlining reading assignments or lectures into key or significant points can help the student focus on information that is critical to passing the course.
- Graphs, charts, and diagrams can be helpful in math and science courses.

Time Management

A crucial element to any successful college experience is time management. Creating a schedule and analyzing the importance of each task can be difficult for any new college student; however, students with focus problems or hyperactivity disorders find it more challenging to set aside time for studying. A student may underestimate the amount of time an assignment will take to complete and some students may have problems with reading a clock. As a result, tutees often feel overwhelmed and frustrated by their work load. Developing a method for time management will create a sense of self-confidence and an overall rewarding feeling when the student completes an assignment.

A good place to begin is analyzing all of the assignments and tests listed in the course syllabi and creating a schedule for each course. Then, it can be sub categorized into weekly schedules and daily schedules with daily goals. This inspires the student to decide when an assignment needs to be started or when to start studying for a test and how much time they need to complete their work. Creating a work schedule will prevent a student from studying all night and creating unnecessary stress. Recording appointments such as a checkup at the dentist are also crucial in time management. An appointment may interrupt a scheduled study time and therefore needs to be adjusted accordingly. The tutor should work with the student to develop a schedule that they will most likely use. It is important to encourage the use of a pocket calendar.

After creating a schedule, breaking down each task down into steps can make a complex assignment seem simple and less stressful. This may also help a student to decrease the amount of time necessary for each task. They also learn which tasks are easiest to finish and which tasks require more time and effort. Tutors that practice time management with tutees will assist in creating a routine that can eventually be done on their own. The use of a kitchen timer or a stop watch with an alarm is beneficial in practice and alone.

Organizing these materials into a three ring binder and dividing them into sections by course is also a good way to keep track of semester schedules, assignments, and handouts. The syllabus and schedule are placed in front of each section for easy access. Purchasing one binder for each course is another option for good organization skills.

Final Words

The number of students with learning disabilities pursuing a college education continues to increase. It is important to remember that students with learning disabilities are here to learn just like everyone else, and they deserve to be and want to be treated like everyone else. They also have the same common goals as other students, but in order to achieve those goals they may need a bit of extra assistance whether that be with creating a learning style that accommodates their strengths and weaknesses or help understanding a math equation. No matter what the circumstances, a tutor must have patience, be sensitive and respectful to their emotions, maintain the privacy of the session, and have a basic understanding of their disability.

References:

“Learning Style (Auditory, Visual and Kinesthetic) and Dyslexics.” *Dyslexia Victoria*. (<http://www.dyslexiavictoriaonline.com/learning-style-auditory-visual-kinesthetic-dyslexics/>)

Student Disability Services Handbook

(http://www.noc.edu/Websites/northok/files/Content/302946/Disability_Handbook_2016_SDS.pdf)

Thurber, Derek (2014). *Peer Tutor Training Manual: For a Community College Audience*. Austin, MN: Riverland Community College.

Quiz Time!

This quiz includes fill in the blank, multiple choice, and true or false questions. The correct answers are provided at the end of this quiz. This quiz is for your personal use only.

1. Students with reading disorders such as Dyslexia, may benefit from which of the following?
 - a. Audio Recordings
 - b. Taped texts
 - c. Note-taking assistance
 - d. All of the above
2. It is ok for tutors to share personal information about their students with others.
True or False
3. A pocket calendar and a stop watch are good tools to have when practicing _____.

Answers

1. The correct answer is d. All of the above. Audio recordings, taped texts, and note-taking assistance are also beneficial for students who read slowly and have difficulty taking notes.
2. False. Students with disabilities are protected by law from discrimination and have the right to disclose or conceal information about a learning disability or disability related information. Tutors are not to share this information with anyone, unless absolutely necessary.
3. A pocket calendar and a stop watch are good tools to have when practicing time management.

Student Dress, Grooming, and Time Cards

Dress and Grooming Guidelines

The following was taken from the NOC Student Handbook concerning student dress and grooming for student workers.

As an employee of Northern Oklahoma College, tutors are expected to have a neat and well-groomed appearance. It is important to remember that as a student employee, the way one presents himself or herself is a reflection of the institution. Northern Oklahoma College has established the following dress guideline for Student Workers. This policy is intended to present the minimum standards of appearance for our student employees.

The following minimum standards are enforced at NOC:

- A. Clothing, makeup, hairstyle or wig that may contribute to disruption of the operation of the institution is unacceptable and inappropriate. Attire should be suitable for the work environment and present a clean and tasteful image.
- B. Dresses, skirts and shorts shall be worn at an acceptable and appropriate length for sitting, standing, and bending so undergarments do not show. No undergarments of any kind should be visible at any time. Cut-off shorts are not allowed. Shirts are required at all times. Employees are not allowed to wear halter tops, one-shoulder tops, midriff tops, beachwear, or extremely tight attire. Shirts cannot display alcohol or tobacco products.
- C. Pants must fit at the hip so they will stay on without a belt.

The key to dressing successfully is the use of common sense and good judgment. If the wearer questions the appropriateness of any attire, it should not be worn to work.

As part of professional appearance, personal hygiene and grooming should be carefully maintained. Excessive body odors are offensive. Many fragrances can be harmful to some people with allergies.

It is also important to remember that all employees serve a diverse student population, and potentially offensive or distracting clothing is never appropriate work attire. Modesty in dress is always suitable.

For more information, please refer to the NOC Student Handbook (http://northok.publishpath.com/Websites/northok/files/Content/302946/Student_Handbook_rev_5.14.18.pdf)

Time Cards

Information and instructions regarding time cards, pay dates, and paperwork will be provided upon being hired by NOC. All paperwork including tax information and a direct deposit form must be completed and returned to the Student Affairs Office before the employee can begin work and receive payment.

Time cards must be filled out correctly and completely before being submitted to the Student Affairs office no later than 9:00 AM every Monday. Cards that are filled out incorrectly will be returned to the supervisor for correction.

The following is a sample of a time card with instructions on completing the form. This is not to be submitted for payment.

Rate: Leave this blank.

Hours enrolled: Number of credits you are enrolled in.

Week Beginning-Week Ending: Monday's date and Friday's date of the week or work.

Department Number: Ask the Student Affairs office for your department number.

Print Name: This is your first and last name, not a nickname.

Social Security: This must be your social security number, not your student ID.

Employee's Signature: Sign your first and last name, no nicknames.

Date: Date you sign your card.

The last line is for you supervisor to fill in.

All cards must be done in blue or black ink. Please do not use red ink or pencil!

RATE		Hours Enrolled		Week Beginning	Week Ending	Department #
DAY	TIME IN	TIME OUT	HOURS WORKED			
SUNDAY				_____ Print Name		_____ Social Security Number
MONDAY				I certify that I have physically worked the hours indicated on this time card.		
TUESDAY				_____ Employee's Signature		_____ Date
WEDNESDAY				I certify that the employee has physically worked the hours indicated on this time card.		
THURSDAY				_____ Supervisor Signature		_____ Department
FRIDAY				_____ Total Hours		_____ Date
SATURDAY						

S-079

Institutional Sexual Harassment Policy

The following was taken directly from the Northern Oklahoma College Institutional Policy Relevant to Sexual Harassment. Please refer to the NOC Employee Handbook on the NOC Current Employee web page (<http://www.noc.edu/current-employee>) for more information regarding the Sexual Conduct/Harassment Policy. Tutors are expected to adhere to this institutional policy at all times and in all areas of conduct with students, co-workers, staff, and any other person(s).

Note: Students are also protected by this policy and should report any inappropriate behavior to their supervisor.

Under the authority of the Civil Rights Act of 1991, PH 102-166, Title VII of the Civil Right Act of 1964, as amended, and Title IX of the Education Amendments of 1972, the Board of Regents of Northern Oklahoma College has adopted the following policy concerning sexual harassment:

DEFINITION

1. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute 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 of academic or employment decisions affecting the individual.
 - c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile or offensive working or academic environment.
2. Members of the College community (students or employees) who believe they have been harassed should contact:
 - a. The appropriate administrative personnel for an informal resolution, usually at the level nearest the occurrence;
 - b. The Office of Student Affairs to file a formal written complaint or grievance. NOC Gateway students will file a complaint with OSU Student Conduct.
 - c. An individual who believes that he or she has been wrongfully accused of sexual harassment may file a complaint.

- d. Bad faith allegations or use of this policy for purposes other than those for which it is intended shall result in disciplinary action against the accuser. Disciplinary actions against employees may include but are not limited to: warning, reprimand, demotion, suspension or dismissal. Disciplinary actions against students include but are not limited to: warning, reprimand, probation, suspension or expulsion.

Academic and Student Integrity

Northern Oklahoma College's Academic Integrity Oath (see below) is referenced in every syllabus and is posted on the Academics web page (<http://www.noc.edu/academics>):

Academic Integrity is valued at Northern Oklahoma College as an integral part of the learning process. It is a measure of individual development pertinent to the goals and purposes of education.

Academic dishonesty or misconduct is not tolerated at Northern Oklahoma College. Whether in the form of plagiarism or cheating, it is a serious matter that can result in expulsion from the institution. Representing someone else's ideas as one's own or using unauthorized notes, aids or other means to improve scores on an assignment, a project, or an exam will result in disciplinary action."

The following will apply in connection with academic dishonesty:

1. The instructor and his or her academic superiors have final authority over the lowering of grades because of cheating or plagiarism.
2. If it is established that a preponderance of evidence supports that cheating or plagiarism has occurred:
 - a. The instructor may take appropriate disciplinary action, which may include the awarding of an "F" on the particular assignment or in the course.
 - b. The instructor may make a report of the incident and of action taken, if any, to his or her own division head and then to the Vice President of Academic Affairs.
 - c. If the academic dishonesty is considered of a serious enough nature to merit such action, the Vice President of Academic Affairs may recommend suspension or expulsion with a notation on the transcript for academic dishonesty. Should this decision be made, the student will be notified in writing and made aware of his or her right to appeal the decision through the Student Conduct Committee.
 - d. Students wishing to appeal a decision of suspension or expulsion must contact the Office of Student Affairs within two weeks of receiving notification and request a hearing with the Student Conduct Committee. After the hearing, this Committee will make a final recommendation to the President, and after reviewing the decision, the President will make the final decision.
 - e. If the offender is not enrolled in the course 2.a may be omitted.

3. If cheating or plagiarism is suspected but not established beyond a preponderance of doubt, the instructor may require the student to take another examination or submit another paper.

Students and tutors are expected to understand and uphold the academic integrity policy established by NOC. Students are expected to present original work for grading by their instructors. It is the responsibility of the student to appropriately cite the words and ideas of others in their work. In the event that a student displays academic dishonesty, the student is expected to take responsibility for their own actions and respect any and all disciplinary actions made by his or her instructors or academic superiors.

The Family Educational Rights and Privacy Act (FERPA) and Tutor Confidentiality

What is FERPA?

The Family Education Rights and Privacy Act (FERPA) of 1974 is a Federal law that protects the privacy of student education records. This law gives students the right to inspect and review their own education records, deny the release of personal identifiable information, request corrections to their records, and receive a copy of the institution's policy regarding access to educational records. This law applies to all educational institutions that receive funding from any program of the U.S. Department of Education. Institutions that fail to meet the terms of FERPA will risk losing federal funding.

When do FERPA rights begin and end?

A student's FERPA rights begin when a student reaches 18 years of age or when he or she has been registered to attend a postsecondary institution. Students that are denied admission or who never attend do not have FERPA rights. These rights expire when a student is no longer living.

What qualifies as an education record?

Educational records are anything that contains information related to a student such as grade records, applications, financial aid information, scholarships, registration information, and bursar records. Directory information such as name, address, phone number, place of birth, major, weight, height, dates of attendance, degrees, and awards are accessible unless the student prevents the disclosure of this information.

Some records that are maintained by schools are exempt from this law. These records include the records in sole possession of school officials, records maintained by a law enforcement unit of the educational institution, records of an educational institution's non-student employees, and medical records on a student who is 18 years of age or older or who attends a post-secondary institution. It also does not include personal notes created by individual staff and faculty.

What are a student's rights under FERPA?

Under FERPA, a student has the right to request to review and inspect any of his or her educational records. These requests must be made in writing and signed by the student. A student has the opportunity to view their records within 45 days of making the request.

A student that believes his or her information is inaccurate or misleading may challenge the content by submitting a written request specifying the content in question and the action being sought. The school is not required to amend the request, but the school is

required to consider the request. Information that cannot be challenged includes grades, an opinion or a decision made by the school about a student. If the request does not apply to the education records, then the institution is not required to consider the request.

School officials may disclose personally identifiable information from educational records without the written consent of the student.

Non-consensual disclosures of personal identifiable information include:

- The request of a transcript by a third party through the Registrar's Office.
- Information necessary to determine the eligibility for financial aid, determine the amount of financial aid, determine the conditions, and enforce the terms and conditions of the aid.
- Parental access to educational records for a student that is a dependent for IRS tax.
- School officials with "legitimate educational interest" in the information. These officials include employees from other schools where the student intends to enroll or transfer.
- Organizations conducting studies to validate or administer predictive tests, administer student aid programs, or improve instruction.
- Authorized representatives of any educational authority conducting an audit, evaluation, or enforcement or compliance activity.
- Representatives of any law enforcement agencies requesting information due to an offense or crime committed by the student.
- Directory information of a student in a health or safety emergency.

Visit FERPA General Guidance for Parents

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/parents.html> for more exceptions to FERPA's prohibition to disclose personal identifiable information from educational records.

If a student believes that an institution has violated FERPA by improperly disclosing personally identifiable information from educational records, failing to consider a request for a correction of inaccurate information in his or her own records, or failing to provide an opportunity to review and inspect educational records, then the student has the right to file a written complaint with the U.S. Department of Education within 180 days of the date that the violation occurred. There must be a detailed description and sufficient evidence of the violation in order for there to be a proper investigation.

Complaints should be sent to the following address:

Family Policy Compliance Office
U.S. Department of Education
S.W. 400 Maryland Avenue
Washington D.C. 20202-8520

Tutor Confidentiality

Tutors are expected to respect students' privacy and to follow the guidelines outlined in FERPA. Any information shared with the tutor by the students is not to be shared or discussed with anyone else. Information such as, grades, address, phone number, finances, learning disabilities, or other personal information must remain confidential. If a student shares any variety of personal problems unrelated to their education or academics, the student should be referred to the counselor on site or another appropriate resource. The tutor may share information about the student or the session with the student's instructors only when necessary. For example, if the student is not showing improvement in their course work, then the instructor could be notified and provide further help. Tutors are also not allowed to share the details of a session in public.

If you have any questions about FERPA, please contact the Student Services office.

References:

"Family Educational Rights and Privacy Act"
<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>