

# The Kingsborough Learning Center (KLC)



## Tutor Handbook



### **Kingsborough Community College, CUNY**

The Kingsborough Learning Center

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Dear Tutors:

Welcome to the Kingsborough Learning Center (KLC)

Congratulations on becoming a Tutor for the Kingsborough Learning Center. We hope you will find the work of helping students gain confidence and navigating their academic career as rewarding as we do. This handbook will provide information about the tutoring process, as well as important information, resources and guidelines to help you become a successful tutor.

Tutoring requires flexibility and you may take on multiple roles during your time working in KLC, but our primary goal is always to help students become more confident, successful, and self-directed learners. This handbook is designed to give you general information about the position and help you navigate some of the challenges you may face as a tutor.

Your job as a tutor is significant and requires a great deal of responsibility. The academic backgrounds, abilities, and motivations of our students vary considerably. As a tutor, you can assist the students as they strive to reach their full academic potential.

We look forward to working with you this academic year.

Michael Weisenfeld – Director

Mohammed Riyad– Associate Director

Matthew Stern- Associate Director

## **Mission Statement**

The mission of Kingsborough Learning Center (KLC) is to foster the potential of each student by offering a comprehensive tutoring program that empowers participants to cultivate the skills, strategies, and behaviors of confident, independent, and lifelong learners. We collaborate with faculty, academic departments, and other campus resources to offer a broad range of tutoring programs and services that help students succeed in the classroom and beyond.

## **Vision**

The overall vision of the Kingsborough Learning Center is to empower Kingsborough students to achieve academic success by providing an engaging and structured learning environment where they can master skills needed to perform in their classes and become lifelong learners.

## **Tutoring Philosophy**

One of our main tutoring goals at the KLC is to help students become independent thinkers and learners. The relationship between a tutor and a tutee is more than just supportive. Each tutoring session offers an opportunity to listen, provide constructive feedback, facilitate, and work together to create an environment that encourages the innovative and creative atmosphere necessary for learning.

The value of tutoring is important as a mode of learning and communication, since it is less hierarchical and intimidating to many students. While there are formalities to tutoring, such as properly greeting students, active listening, and ending a session properly, there are no generic formulas to tutoring as there is no generic student. Instead, tutors are encouraged to be flexible, adapt to students' needs, be honest, and model practical learning skills that may promote growth and independence.

To help students become independent learners, we must convey to them that everyone has the ability to learn, and that learning is an ongoing process. Ultimately, we want to empower students by valuing the mutual and reciprocal benefits possible in a tutor-tutee relationship. Therefore, we strongly encourage all KLC tutors to take the responsibility of tutoring seriously and strive to carry it out with the utmost integrity and commitment.

## What is tutoring?

A tutor is defined as a person who gives an individual or small-group instruction. The purpose of tutoring is to provide guidance and clarity and support students to become independent learners where they no longer need a tutor. Tutoring occurs in low-stake environments where students are encouraged to ask as many questions as possible and discover their learning and writing styles and preferences. In low-stake environments such as learning centers, students are encouraged to think about how they learn-metacognition and explore other important learning skills that they may need to make better sense of and master course content. Tutoring philosophy that places the student at the center will have tremendous benefits.

### Benefits of tutoring:

- Increases student's ability to assess and manage learning
- One-on-one student attention and focus
- Improves academic performance and personal growth
- Encourages and improves helpful study habits
- Provide tutees with opportunities to make and learn from their mistakes
- Helps to develop critical thinking skills
- Helps student to find and develop writing styles, error patterns and author voice
- Challenges high performing students

## Mandatory Policies and Procedures

### Roles and Responsibilities

Tutors are responsible for helping students in many different ways. They work with students individually and in small groups to help them improve or remain on track academically by:

- Discussing class material and test questions
- Understanding and making sense of concepts, theories and principles
- As embedded tutors, using course information provided by professors to keep track of students' challenges, needs and progress
- Helping to organize ideas and to help students communicate effectively in formal and informal writing
- Actively engaging students throughout the session
- Assessing students' needs and progress and adapting approaches as necessary
- Offering information about learning strategies and fostering a positive learning environment

***\*\*Before undertaking these roles, you must understand your preliminary responsibilities.***

#### 1. Onboarding training for new staff

***Orientation:*** All new tutors must attend their scheduled orientation. You will learn our policies and procedures of tutoring and all the necessary information to enable you to be an effective tutor. It will convey what is expected of you and what you can expect from the job. It will create the foundation to learn the basics of becoming an effective tutor, thereby enabling you to assist students effectively at KLC and help to reduce first-day jitters. It also allows you to meet many of the staff members in a relaxed atmosphere. We hope the orientation will instill a permanent enthusiasm and desire to tutor that will transform your experience and give you satisfaction that comes from helping the tutees.

## **2. Respective Tutoring Roles and Responsibilities- For all tutoring sessions (online and in-person)**

### ***Tutors:***

- Courteously meet with and support all students who seek our services
- Use the reporting form to record the duration of the session, the topics covered, the students' understanding and progress and your own method of tutoring
- Communicate any concerns with directors
- Select appropriate materials that will enhance the tutoring session
- Actively engage students throughout the session
- Assess students' needs and progress and provide supplemental materials as necessary
- Report on progress on the reporting form

### ***Writing Tutors:***

- Courteously meet with and support all students who seek our services
- Use the reporting form to record the duration of the session, the topics covered, the students' understanding and progress and your own method of tutoring
- Communicate any concerns with directors and academic coordinator
- Work with student writers during any step of the writing process
- Brainstorm, draft, revision
- Work with student writers from a variety of subjects and disciplines
- Maintain a familiarity with several citation methods including MLA and APA

### ***Dedicated job trainings:***

- Attend annual orientations and staff professional development
- For writing tutors, attend weekly tutor professional development session
- Attend relevant KCC, KCeL workshops on professional development and intellectual growth
- ***CRLA Certification***

The Kingsborough Community College Learning Center (KLC) has been awarded International Tutor Training Program Certification (ITTPC) through the

College Reading & Learning Association (CRLA). CRLA is a foremost professional certifying organization in the tutoring field for higher education. CRLA is a group of student-oriented professionals active in the fields of reading, learning assistance, developmental education, and tutoring at the college/adult level. CRLA's most vital function and overall purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members. CRLA's International Tutor Training Program Certification (ITTPC) "serves as a benchmark and standard for excellent college tutor training programs around the globe." Its members promote the implementation of innovative strategies to enhance student learning" ([www.crla.net](http://www.crla.net)).

Internationally recognized, CRLA certification acknowledges the quality of service and represents the KLC's achievement of professional standards for our tutoring services, including training and evaluation. The voluntary certification process enhances the professionalism and effectiveness of the tutoring program. The certification process dictates the modes of training considered to be acceptable and the specific area of training that must be addressed. Specific tutor-selection and tutor-evaluation criteria also must be followed. KLC tutors have been granted Level 1 certification (minimum of 10 hours of training and 25 hours of actual tutoring completed). Our goal is to get level two and three certifications within the next two years. The KLC earned certification based on its rigorous tutor training program and professional development focus which incorporates theoretical approaches and best practices, always with the goal in mind to best support the tutors of Kingsborough Community College. While ensuring that our students receive a high level of tutoring services.

## **Level-Specific Requirements**

### **Level 1**

**Selection:** Grade of A/B verified, Recommendation on file, Interview.

**Training:** A minimum of 10 hours (at least 5 TIS), and 10 topics (selected from the chart below)

**Experience:** At least one evaluation during the Level 1 training period.

**Documentation:**

- Overview/syllabus for entire Level 1 training curriculum,
- Material from two sample training sessions,
- A log that documents tutors' completion of training hours and topics (last names and ID numbers redacted),

- A log that documents at least 25 hours of actual tutoring experience per tutor (last names and ID numbers redacted), and
- At least one sample trainee evaluation (last names and ID numbers redacted).

**Level 1 topics:**

The training module can be accessed via Blackboard through the following link:  
<https://www.cuny.edu/cuny-login/>

| <b>Category:</b>            | <b>Select at least:</b> | <b>Topics:</b>                                                                                                                                                                                                                                                                                                                         |
|-----------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Basics</b>               | 4                       | <ul style="list-style-type: none"> <li>• Administrative Policies, Record Keeping and Reporting*</li> <li>• Conducting a Successful Session</li> <li>• Role of the Tutor</li> <li>• Tutoring Do's and Don'ts</li> </ul>                                                                                                                 |
| <b>Communication</b>        | 2                       | <ul style="list-style-type: none"> <li>• Active Listening and Responding*</li> <li>• Communication Styles*</li> <li>• Question Asking Strategies</li> <li>• Tutoring Conversations</li> </ul>                                                                                                                                          |
| <b>Learning or Studying</b> | 2                       | <ul style="list-style-type: none"> <li>• Advanced Study Skills*</li> <li>• Course and Syllabus Analysis*</li> <li>• Goal Setting and Planning*</li> <li>• Learning Theories in Academic Support Services*</li> <li>• Time Management for Tutors and Tutees*</li> <li>• Use of Graphic Organizers*</li> </ul>                           |
| <b>Ethics and Equity</b>    | 1                       | <ul style="list-style-type: none"> <li>• Compliance with the Privacy Act (FERPA)*</li> <li>• Professional Ethics (Academic Integrity and Academic Honesty, Copyright Compliance, Plagiarism)*</li> <li>• Title IX and/or Sexual Harassment*</li> </ul>                                                                                 |
| <b>Electives</b>            | 1                       | <ul style="list-style-type: none"> <li>• Institutional Policies and Procedures*</li> <li>• Modeling Problem Solving*</li> <li>• Practical Applications of Contemporary Research in the Field*</li> <li>• Substitution of One Topic from Level 2 or 3</li> <li>• Other Topic based on Institutional and/or Programmatic Need</li> </ul> |

If you have any questions about CRLA ITTPC requirements for certification, contact [certifications@crla.net](mailto:certifications@crla.net).

### ***Create Supplemental Materials:***

- Add course driven content to Blackboard
- Collaborate on creating new materials
- Revise and update existing materials to reflect changes.

### **Characteristics of a good tutor**

The tutor's role in the learning environment cannot be understated. As a tutor, you are entrusted with guiding and providing support for each of your tutees. Content knowledge is an essential part of tutoring; however, a tutor must combine subject knowledge with empathy, a caring attitude, and adaptability in approach and style to be effective and helpful. Empathy is the ability to view and understand what another person is experiencing from their frame of reference. In short, it is the capacity to place oneself in another's position. The role of a tutor is diverse. As a tutor, your approach must be holistic and authentic. To establish a supportive relationship with tutees, tutors must be open, honest, and willing to meet—students where they are at all times. Students are not always ready to talk about their academic struggles. It's important to build good rapport but also know when to offer external support. If you think students may benefit from other KCC resources, be sure to make a referral as a strong recommendation.

In addition, a successful tutor must demonstrate a professional attitude. A professional attitude consists of being organized, punctual, establishing good rapport and boundaries with tutees. It also entails establishing a learning relationship with the student while modeling behaviors. Tutoring is sharing relevant knowledge and skill with another person in a way that makes a difference in both individuals' lives.

### **The five basic steps to becoming an effective tutor**

#### ***1. Know and understand your role:***

Tutoring is a well-balanced questioning and information exchange in which both tutor and tutee benefit. Tutoring is not teaching. The approach, techniques and relationship dynamics are different from in the classroom. The tutor is not the authority and works in closer proximity with students. The tutor is there to provide guidance, clarity, support and to help students become independent learners.

## ***2. Prepare to facilitate productive and helpful tutoring sessions:***

Whether it's the first or fifth session, always prepare to have engaging and productive tutoring sessions with your tutees. Have them send your questions, papers or assignments early and refer to the section in this handbook subtitled: The Tutoring Process- Best Practices for Beginning and Ending a tutoring session.

## ***3. Meet your tutee's needs:***

Assess the student's understanding of the subject by asking open ended questions. Allow them time to process and think, please note that awkward silence is fine. Encourage students to think through answers and not feel pressured if they can't recall answers immediately. Help students develop useful strategies that can be applied outside of the tutoring session and think about positive ways of correcting students or challenging misconceptions.

## ***4. Be familiar with the ingredients of good tutoring sessions:***

- Greet your students and give them your undivided attention
- Be open and honest with your students
- Have a good interaction with your student, a good give-and-take
- Know your student's strengths and weaknesses
- Work through your student's strengths to improve his/her weaknesses
- End the session on a positive note

## ***5. Appropriately end the tutoring session:***

- Do a quick review of the session
- Note any progress that the student made, whether big or small
- Always end the session with a positive comment
- Remind the tutee or the next appointment
- Enter attendance records and do any necessary session documentation or work

## **Job Professionalism**

Tutors are expected to maintain a professional atmosphere at all times. KLC is your place of employment. Courtesy and respect are important qualities and characteristics of a professional.

Additionally, all City University employees are mandated by New York State (NYS) laws to complete annual training on workplace violence prevention.

# THE CITY UNIVERSITY OF NEW YORK POLICY ON EQUAL OPPORTUNITY AND NON-DISCRIMINATION

## Policy on Equal Opportunity and Non-Discrimination

The City University of New York (“University” or “CUNY”), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University.

It is the policy of the University—applicable to all colleges and units— to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.<sup>1</sup>

It is also the University’s policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, employees who have pregnancy or childbirth-related medical conditions, or employees who are victims of domestic violence/stalking/sex offenses.

This Policy also prohibits retaliation for reporting or opposing discrimination or cooperating with an investigation of a discrimination complaint.

## Prohibited Conduct Defined

**Discrimination** is treating an individual differently or less favorably because of his or her protected characteristics—such as race, color, religion, sex, gender, national origin, or any of the other bases prohibited by this Policy.

**Harassment** is a form of discrimination that consists of unwelcome conduct based on a protected characteristic that has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile or abusive work or academic environment. Such conduct can be spoken, written, visual, and/or physical. This policy covers prohibited harassment based on all protected characteristics

As a public university system, CUNY adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action. Should any federal, state or city law or regulation be adopted that prohibits discrimination based on grounds or characteristics not included in this Policy, discrimination on those additional bases will also be prohibited by this Policy.

For more information on CUNY policies, see the link below,  
<http://www1.cuny.edu/sites/title-ix/campus-websites/cuny-policies/>

## **Weekly Timesheet Submission Process**

Every Monday, you are required to fill out an electronic timesheet for the prior week worked. You should submit and email your timesheet to your supervisor and copy **Jimmy Chen** at, [Jimmy.Chen@kbcc.cuny.edu](mailto:Jimmy.Chen@kbcc.cuny.edu)

Please, be sure that your timesheet is accurate by inputting the correct dates, hours, and totals. If it's a late timesheet, please indicate so in the body of the email.

### **Attendance policy:**

It is imperative that tutors are on time to all tutoring sessions and must accurately record their actual hours worked on their time sheet. If a tutor anticipates being late or unable to attend a shift, they must notify both their supervisor and the KLC email ([kcc.klc@kbcc.cuny.edu](mailto:kcc.klc@kbcc.cuny.edu)) as soon as possible. In the case of an emergency, tutors should call the main line at 718-368-5405 to speak directly with a staff member. Planned absences require supervisor approval and must be requested ahead of time. Unexpected absences must be reported immediately to both the main desk and the supervisor. Tutors with appointment-based sessions must inform their tutees as soon as possible.

Adherence to these policies is essential for all tutors, as they enable the KLC to effectively support the maximum number of KCC students while maintaining budgetary constraints. Tutors with any questions regarding these policies are encouraged to consult their direct supervisor. The KLC recognizes that extenuating circumstances may arise and is committed to working with tutors to accommodate such situations whenever possible.

### **Leaving the office in middle of a shift:**

If a tutor needs to momentarily step out, they must alert the front desk staff prior to leaving.

## **KLC Tutor Pay Policy**

### **Guaranteed Pay**

All scheduled working hours are guaranteed, meaning tutors will receive payment for their entire scheduled hours regardless of whether they have a student appointment. However, tutors are required to be present at their designated workstation or be available remotely, as applicable, for the entire duration of their work shift.

### **Work Hour Allocation and Scheduling**

Tutors' work hour allocation is determined through a comprehensive analysis of:

- Organizational needs
- Utilization projections
- Service demand
- Budgetary constraints

Even though tutors may provide their total availability, actual work hour allocation may be adjusted based on these factors.

### **Commitment to Scheduled Hours**

To ensure consistent and high-quality service, tutors are expected to commit to their assigned schedules. Tutors must be available and engaged during scheduled hours, either in person or remotely, as applicable. Changes to the schedule are subject to managerial approval and will be based on operational needs.

### **Session Gaps and Additional Hours**

Tutors will be compensated for the 10-minute gaps between sessions, which are designated for tracking attendance, recording session summary notes, and preparing for the next sessions, as per policy.

While initial allocations are based on projected demand and budget constraints, management continuously monitors service needs. Should an increase in demand be identified, there may be opportunities for additional scheduled hours, subject to availability and budgetary approval.

### **Fair Compensation and Policy Adjustments**

At KLC, we recognize and appreciate the dedication and contributions of our tutors. While work hour allocations may be subject to change due to operational demands, budgetary considerations, or service needs, we are committed to maintaining fairness and transparency in all compensation-related decisions.

KLC ensures that any adjustments to work schedules or pay policies are conducted equitably, with clear communication to all tutors. Any modifications will be implemented thoughtfully, keeping in mind the organization's commitment to fairness, operational efficiency, and employee well-being.

By upholding these principles, KLC fosters a structured, transparent, and supportive work environment that aligns with both employee interests and organizational goals.

## Confidentiality/ FERPA Regulations

It is important that the student knows that he or she can confide in the staff member.

- If a student confides in you, do not reveal any information without the student's consent.
- Do not disclose or use students' personal information without written permission.
- Do not reveal information to parents or partners without the student's written permission.
- Do not disclose any private information a student has shared with you to anyone.
- Do not reveal tutoring information to instructors or professors without the student's permission.
- Do not access an individual's personal, academic or computer records without written authorization from Directors, Assoc. Directors and/ or HR.

### THE CITY UNIVERSITY OF NEW YORK NOTIFICATION OF STUDENT RIGHTS CONCERNING EDUCATION RECORDS AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) gives students certain rights with respect to their education records. The FERPA rights of students are:

#### **(1) The right to inspect and review your education records.**

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college or University has contracted as its agent to provide a service instead of using University employees or officials; a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary committee; or an individual assisting another school official in performing his or her tasks. A school official also includes a contractor, consultant, volunteer or other party to

whom a college or the University has outsourced services or functions that would be otherwise performed by employees, as well as the State Comptroller and his or her agents and representatives for the purpose of conducting audits. A school official has a legitimate educational interest if access is reasonably necessary in order to fulfill his or her professional responsibilities for the college.

## **Dress Code**

Please keep in mind your role with students as a tutor or consultant. How you represent yourself during sessions can add a lot of value without much effort. Each employee is expected to dress professionally, whether face-to-face or online. We want each encounter's focus to be on the learning experience, not on one's attire. As always, personal hygiene and grooming are also essential when working in a professional environment.

## **Defined Prohibited Conduct**

The Center prohibits all forms of sexual and gender-based harassment, including sexual violence and intimate partner violence. Each employee is required to complete ESPARCS and other necessary CUNY or campus trainings.

## Assessment and Evaluation

### *Assessment and Evaluation*

At least once per year and possible up to three times per year, each tutor/consultant will be observed and evaluated on specific criteria established by the Center. The purpose is to provide feedback to the tutors/consultants and to enhance their professional development. Continuous evaluations and assessments also aid in improvement of the services provided by KLC.

Tutors/consultants will receive advance information regarding the scheduling of their evaluation. Each tutor will be evaluated at the end of each semester based on observation of tutoring sessions and overall performance. Evaluation will be conducted by their immediate supervisor/Associate Director. Consultants will be evaluated by the Academic Coordinator.

After each observation session a meeting will be scheduled to discuss the evaluation and ratings. Each attendee will sign the evaluation. It is then submitted to the Director for signature.

Evaluations are based on:

- Attendance and punctuality
- Greeting and introduction
- Professionalism
- Mastery of subject content (Knowledge of material)
- Communication skills
- Rapport with tutees
- Encouraging student Interaction
- Tutoring methods and techniques
- Pedagogy
- Outcomes of the session relate to the goals
- Strengths and weaknesses

- Wrapping up
- Overall effectiveness/performance

After having reviewed all evaluations, the Director, Associate Directors and Academic Coordinator will meet, discuss and make necessary recommendations.

## **Center Student Procedures**

### ***TracCloud:***

Semester-long, Drop-in, and all tutoring inquiries will be facilitated through our new system, TracCloud. As of fall 2022, KLC will no longer use [inside.kingsborough.edu](https://inside.kingsborough.edu) to conduct tutoring related activities. All tutor's schedules, appointments, and session documentation will be conducted through TracCloud.

Through TracClouds, students will be able to schedule in-person and virtual tutoring sessions. The system will display a room number or cubicle for all in-person and a Zoom link for all online appointments. Upon creating an appointment, the system will send confirmation to the center, tutor and student.

TracCloud Tutor instructions:

1. TracCloud link: <https://kingsboroughcc.okta.com/>
2. Log-in with the your KBCC email credentials
3. Click on schedule for a full view of all your appointments or click on the week or calendar icon on the upper right of the screen on the homepage for brief view of all your appointments for that week. See screenshots on the last pages for quick reference.

Please note that you are responsible for tracking student attendance for each session on TracCloud. Keep in mind that the system is cloud based and always available, and you should be checking your schedule throughout the day for new appointments.

You are responsible to track all student sessions through TracCloud. In your schedule, you'll be able to select if the student was: Absent, Present, Cancelled or Tutor Cancelled and be sure to enter session notes and save for each appointment block.

## The Tutoring Pedagogies

### Best Practices for Beginning and Ending a Tutoring Session

#### *Preparation:*

- Make sure your device is in good working condition and that software's are updated.
- CUNY provides all faculty and staff access to Microsoft Office 365; be sure to download
- Watch 90 seconds KCeL videos to learn more about Blackboard and accessing Office 365 KCeL How to add MS 365
- Be aware of the subject or course you will be tutoring each session.
- Familiarize yourself with the course/ subject that you will be tutoring each hour.
- Have your tutoring materials ready: stylus, pens, pencils, textbooks, reference materials (tables), calculators, etc.

#### *Punctuality:*

- Log in a few minutes early.
- Being punctual promotes an atmosphere of professionalism and respect for the students and their time.
- Although tutoring online requires just a click to start a tutoring session, nothing should be taken for granted.
- In as much as you do not want to wait for the student(s), you do not want the student(s) to wait for you.
- Being punctual affords you the opportunity to emotionally and physically prepare yourself. When one is late, one may be in a hurry and then becomes harried or frazzled.
- Being on time allows you to be calm, cool and collected.
- Additionally, being stressed often transfers to students who are already anxious if they are struggling.
- Being punctual affords you the opportunity to better manage your time.

- We know that emergencies may occur. In that case, contact the student. Send an email.
- If you have consecutive tutoring sessions, be aware of the time each session ends and wrap up in a timely manner.

### ***Camera/ Background:***

- Make your background less distracting.
- Treat the session as if it is face to face. It's best to turn on the camera.
- Be sure to close all non-work-related windows as you may be screen sharing with students.
- Try to eliminate any possible distraction: family, TV or pets.
- Wear work appropriate clothes.
- Look refreshed and comfortable.

### ***Introduction/ Greeting:***

- Although you may have introduced yourself to the student when you sent the Zoom link, it is important to re-introduce yourself.
- At the very first session, it is important to introduce yourself and extend a friendly greeting.
- You may say, "Hi. I am Barbara. I'll be your math tutor for the next 30 minutes. You must be Claude? (This usually occurs when it's tutoring by appointment)"
- Allow the tutee time to respond.
- You may say, "How are you doing today?" This creates a relaxed atmosphere.
- You may say, "What brought you here today?"
- After the tutee responds, you may discuss the online procedures before tutoring commences.
  - Inform the student there may be more students in the session.

### ***Conducting a tutoring session:***

- Assess the needs of the student.
- Ask more open-ended questions, which are questions that prompt conversations that can't be answered with one word. For example: *Tell me about this author's point; How do you think others would respond to this argument; What do you think about this problem?*

- Let the student do the talking. It is important to let the student explain his/her area of concern, as well as to test out new ideas verbally in a supportive environment.
- It may be necessary to ask the student what was covered in class.
- Guide the student through the solution process, rather than lecturing or supplying answers.
- Let the student explain in his/her own words the next steps for solving the problem.
- Review the process. Confirm that the student understands the solution.
- To determine understanding and build confidence, ask the students to do similar problems.
- Don't dismiss students and never shush them. Allow the student to express him/herself.
- Don't feel pressured to speak continuously. It is okay to have a quiet moment or two—specially to give students time to formulate answers to your questions.
- If the student is overwhelmed, try to allay his/her fears.
- Be aware that some students may be anxious or have difficulty expressing him/herself. Calmly reassure the student that you will work at a gradual pace.
- Make positive statements. Ask positive questions...
- Do not say, "You don't know how to do that?" Say, "Tell me what you know." or "Have you done this?"
- A student may have an assignment and say, "I don't know how to do anything." Don't discourage the student. Just say, "Let's take it one-step-at-a time." This is a more beneficial approach.

### ***Ending a Tutoring Session:***

- Summarize what was covered
- Review what the student will work on independently of the tutor and how they will apply lessons from the session.
- Plan for a follow up session (By appointment) or let the student know that he/she can return as often as necessary. Provide the slip with the tutoring hours for that course (if necessary).
- Complete and sign any required form(s). Don't forget to email to the respective person.

- End the session on a positive note. “You did well today,” You were able to accomplish something today. You will get more proficient after enough practice.

#### ***4 tips to ensure that your tutee is prepared for tutoring***

1. Send student a detailed email with appropriate Zoom links but also confirming tutoring:
  - a. Session date/time and course
  - b. Subject or area of concern if stated
  - c. Are You Ready for Your Tutoring Session packet
2. In the email, encourage students to reply to your email with drafts, papers, or questions ahead of the session time if possible
3. During the session, students should have all relevant course materials nearby or opened in a browser, materials such as handouts, textbook/e-textbook, course readings or articles
4. Encourage students to do a technology check by ensuring the device works smoothly and if at all possible, to use a laptop in lieu of a smartphone

#### ***Active Listening:***

Genuine listening is getting harder each year as we acclimate more to technology. It might be even harder to practice active listening online. When done correctly active listening builds relationships, ensures understanding and improves accuracy which are all good attributes needed in a tutoring session. Here are five tips to help you develop effective listening skills, especially in an e-tutoring setting.

- Give good eye contact by facing the students and looking at the camera.
- Be attentive by exhibiting presence while giving and paying attention.
- Listen for understanding by not trying to guess the direction of the conversation or thinking of immediate answers. However, during pauses and small breaks do ask questions for clarification.
- Provide feedback, when it's your turn to speak show that you understand by confirming and reflecting on the student's concerns, ideas or questions.
- Pay attention to non-verbal cues and try to detect enthusiasm, irritation, boredom or if the student's voice changes.

### ***What to expect during a tutoring session?***

During tutoring sessions, tutors should expect the student's needs to drive the session, and to be available as a knowledgeable resource to help guide the student through the learning process. While tutors can expect to build long-lasting mentoring relationships with a wide array of students, they should also be willing to work with a variety of needs and learning styles in one-time sessions.

### ***Individual VS. Small-group tutoring:***

Tutors may be asked to fill a variety of roles at KLC, from one-on-one tutoring to small group tutoring. In a five-hour shift, you may work with students individually or in small-groups. The chart below shows some fundamental differences between individual and small-group tutoring.

| <b>Individual Tutoring</b>                                                                                                       | <b>Small-group Tutoring</b>                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Customized individual tutoring approach                                                                                          | A more structured approach to tutoring, often with planned lesson or tasks                                                                                   |
| Flexibility of spending extra time reviewing, revising and working with student                                                  | Effective usage of time to meet group member needs                                                                                                           |
| Opportunity to build rapport with student and help them: identify strength, weaknesses, learning gaps, voice and learning styles | Opportunity to actively listen to peers and tutor, communicate comfortably, and check understanding by explaining the problem, principle or concept to peers |
| Allows tutor to better track student learning strides and progress                                                               | Encourages a collaborative learning environment                                                                                                              |

### **Tutoring Do's and Don'ts**

#### ***What KLC tutors and consultants will do:***

- Be prompt.

- Be prepared to work.
- Be professional
- Make direct eye contact with the student.
- Demonstrate interest and energy through positive gestures, “body position, & head nods”
- Be honest. We do not give wrong solutions or answers. Never be afraid to tell a student that you don’t know the answer. However, never leave the student stranded. Offer to find the answer or refer him or her to another tutor or the instructor.
- Listen to what the students say. Don’t interrupt them. Let the students share their ideas; students should be talking about 75 – 80% of the time.
- Be professional. Ask open-ended questions.
- Be flexible and adaptable.
- Approach each session genuinely and with authenticity.
- Be patient.
- Display concern.
- Recommend or provide other available resources.
- Ask questions to make sure the students understand what you have explained.
- Rephrase what the student says to ensure your understanding.
- Use positive reinforcement and provide specific feedback on what the student is doing well.
- Encourage students to become independent learners by having them actively participate.
- Use and suggest various strategies and techniques that may be helpful to the tutees. (Use index cards, students may use highlighters.)
- Demonstrate the ability to provide individualized instructional support.

***What KLC tutors and Writing tutors should not do:***

- Don’t finish a student’s sentence.
- Don’t do the homework for the students. Create similar problems for them to do.
- Don’t do their take-home quizzes, tests and projects. Help to review their notes or textbook.
- Don’t interrupt even if a student is explaining something and it is incorrect.
- Don’t write in the students’ **notebooks**. Use the provided note paper. (face to face)

- Don't ignore students who need help. Acknowledge that you have seen them. Let them know you will be coming to them next.
- Don't make negative comments about any instructor or second guess any instructor's grade. Tell them to speak to their instructor.
- **Don't text or answer the phone during a tutoring session.**
- Don't make empty promises.
- Don't be condescending.
- Don't be afraid to ask for help. Sometimes we think we are explaining everything perfectly, yet the student is not grasping the concept. Have the confidence to ask another tutor to help.
- Don't get frustrated or angry at struggling students.
- Don't show lack of interest.
- Don't use negative adjectives to describe tutees.
- Don't talk more than the student.
- Don't be biased, "talk down" or belittle the tutee.
- Don't discuss tutees problems with other tutees or their instructor without their permission.
- Don't advise tutees to drop any course; refer them to their academic advisors.
- Don't get frustrated or mad at struggling students.
- Don't criticize or be quick to judge, make stereotypical remarks about, character, ability and intelligence.
- **Don't do your own work while on duty.**
- Don't make assumptions about your student's belief system or culture.

### ***Reminder:***

It is important that as a tutor you are aware of the things you can and cannot do to help the students achieve their goals. Tutors can review notes, clarify concepts and answer questions. Tutors cannot do homework, take-home tests and /or teach.

### **Working with Non-traditional and Traditional Students:**

The center for Education Statistics, NCES, defined non-traditional students as older adults over 24. Other notable characteristics tend to vary greatly, for example, the level of employment, family, social roles, and responsibilities. Educational needs and the level of support required for non-traditional students will often vary from traditional students who tend to be much younger, enroll in college right after high school, and have fewer family obligations. An example of non-traditional students

that you might encounter is adult students from the KCC FLEX program. According to the program, FLEX students are diverse in almost every way. Many of them are capable of assessing on their own learning and the need academic support, an advantage they have over traditional students.

*Adult students are different from traditional students in the following ways:*

- Adult learners need to know why they need to learn something
- Adult students learn best by trying; they need to be in the driver seat
- Adult learners approach learning as problem-solving
- Adult students learn best when the topic is relevant and real-life examples are used

Keep in mind that because adult learners have greater life experience, they may have many misconceptions that might interfere with learning and tutoring sessions. When working with this population, try to gauge the learning gaps and find ways to make it relevant to their life experiences by using relevant examples.

Another sub-group within traditional students is first-generation students. First generation students face the same challenges as traditional students, except they may not have the knowledge to navigate college successfully.

## Campus Resources

### Access Recourse Center - ARC (formerly Single Stop)

Kingsborough Community College's Access Resource Center, the nation's first at a community college, is your one-stop place to get connected to government benefits and resources. Whether it's childcare, SNAP, clothing, or transportation, you can get a referral for what's available to you – where you live and when you need it.

We offer the following FREE services:

- Benefits Screening
- Legal Consultation
- Financial Consultation
- Tax Preparation

We also partner with other KCC offices across the campus to find innovative ways to empower our students and ensure they are successful. With their help, we coordinate:

- Access Resource Center, with lists of jobs, housing, pantries, and more
- Distribution of FREE vegetables grown on campus at the KCC Urban Farm
- Distribution of FREE food staples at the KCC Food Pantry
- Clothing donations
- Assistance with recertification of benefits
- Fair Hearing Assistance
- Assistance obtaining other government resources

**All of our services are FREE. Walk-ins are always welcome.**

Room E-115

Email: [arc.kcc@kbcc.cuny.edu](mailto:arc.kcc@kbcc.cuny.edu) | Ph: 718-368-5411

Monday - Friday: 8am - 5pm

Like us on [Instagram: @kbccaccessresourcecenter](#)

## **Counseling and Health Services**

The Counseling Center provides emotional and psychological support to students as they pursue their academic and personal goals. We strive to enhance the quality of your experience at Kingsborough, both inside and outside of the classroom. We offer individual and group counseling, as well as referrals to on- and off- campus resources. Appointments are required for routine services and we have a mix of in-person and virtual sessions available. For those with urgent or emergency needs, walk-in crisis interventions for students in distress and consultations for faculty and staff are also available. All services within Student Wellness Services, including Counseling sessions, are Free, Confidential, and Voluntary for currently enrolled students.

### ***Scheduling an Appointment***

If you are a registered student, you can call the Counseling Center at 718-368-5975 or email [Counseling.Center@kbcc.cuny.edu](mailto:Counseling.Center@kbcc.cuny.edu) to schedule an appointment. Our front desk is open from Monday to Friday at 9a to 5p . If you call after hours, please leave a detailed message and a staff member will contact you within 24 hours. Please note:

- We will need your name and ID number to confirm your identity and registration status
- For security purposes, we will send all communication and intake forms through your official KBCC email
- Once forms are completed and returned, a counselor will contact you to set up an appointment

### ***Emergency and Crisis Services***

Please note, our email and voicemail is NOT monitored continuously.

#### ***For 24-hour Crisis Support:***

- NYC WELL at 1-888-NYC-WELL or Text "WELL" to 65173
- Crisis Text Line by texting CUNY to 741741
- Suicide and Crisis Lifeline by Phone or Text 988
- CUNY Mental Health Resources

*For **Emergencies**:*

- On campus call Public Safety Office at 718-368-7777 or go to Room L 201
- Off campus mental health emergency, please call the new Suicide and Crisis Lifeline at 988.
- Off campus dial **911** or go to your nearest hospital emergency room

Room D102

Monday - Friday

9 am to 5:00 pm

Ph: (718) 368 - 5975

Fax: (718) 368 - 5057

Counseling.Center@kbcc.cuny.edu

## **ACCESS-ABILITY SERVICES**

Access-Ability Services (AAS) is committed to opening doors of equal opportunity to individuals with disabilities at Kingsborough Community College. Our goal is to equalize educational opportunities and to provide access through appropriate academic accommodations.

It is the policy of The City University of New York (CUNY) and the constituent colleges and units of The University to provide services for students without regard to race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence.

### ***Access to Program***

In order for you to access disability related services you must identify as a person with a disability and register with AAS. There are two parts to the registration process. You should fill out an Application for Academic Accommodations and submit appropriate documentation. If preferred you may receive assistance with filling out a paper application in our office. It is strongly suggested that you register with AAS as soon as you receive acceptance to the college and prior to taking the CUNY Placement Tests. The CUNY Placement exams are crucial to your

success at CUNY, as such it is important that you arrange for accommodations for these exams. In the post-secondary setting, it is the student's responsibility to self-identify as having a disability and to request accommodations. For many, this will be one of the biggest differences between high school and college. To learn more about some of these differences and for answers to questions you might have, please visit our Frequently Asked Questions sections.

### ***Services***

AAS provides a range of disability-related services. Services include:

- Serving as a resource to the KCC community regarding disability issues
- Determining eligibility for and arranging academic accommodations
- Academic advisement and priority registration
- Facilitating the use of assistive technology
- Assisting students in developing self-advocacy skills

## CUNY Legal Policies

### THE CITY UNIVERSITY OF NEW YORK CAMPUS AND WORKPLACE VIOLENCE POLICY STATEMENT

1 The City University of New York (the “University” or “CUNY”) is committed to the prevention of workplace violence and will respond promptly to any threats and/or acts of violence. For purposes of this Policy, Workplace Violence is defined as any physical assault or acts of aggressive behavior occurring where an employee performs any work-related duty in the course of his or her employment, including but not limited to:

- (i) An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;
- (ii) Any intentional display of force which would give an employee reason to fear or expect bodily harm; (iii) Intentional and wrongful physical contact with an employee without his or her consent that entails some injury; (iv) Stalking an employee in a manner which may cause the employee to fear for his or her physical safety and health when such stalking has arisen through and in the course of employment. Workplace Violence presents a serious occupational safety hazard to CUNY and its employees. The University will respond promptly to threats and/or acts of violence. All employees are responsible for helping to create an environment of mutual respect and for assisting in maintaining a safe and secure work environment and will participate in the annual Workplace Violence Prevention Training Program. . Individuals who violate this 1 This document supersedes and replaces The City University of New York Campus and Workplace Violence Policy approved by The City University of New York Board of Trustees on February 28, 2011, Policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution Incidents involving Workplace Violence will be given the serious attention they deserve.<sup>2</sup> Employees are responsible for reporting any incidents of Workplace Violence of which they become aware. The procedure for reporting incidents of suspected or alleged Workplace Violence can be found in the campus specific Workplace Violence Programs at Paragraph 7. The procedure for reporting complaints of a potential violation of the CUNY Workplace Violence Policy and Programs can be found in the campus specific Workplace Violence Programs at Paragraph 9. The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public,

including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies when an employee or student anticipates that an act of violence may result from an encounter with said individual(s).<sup>3</sup> Employee participation in the implementation of this Policy will be provided through their authorized employee representatives, who will be invited to participate in: (1) scheduled physical risk assessment site evaluation(s) to determine the presence of risk factors which may place employees at risk of workplace violence; (2) the development and annual review of a Workplace Violence Prevention Program promulgated by each College; (3) the annual review of the Campus Workplace Violence Incidents Report prepared annually by each College; and (4) as appropriate, following a serious incident of Workplace Violence.

To access the other CUNY policies below, visit the link below:

<https://our.catalog.cuny.edu/policy>

[CUNY Academic Integrity Policy](#)

[FERPA](#)

[File Sharing & Copyright Infringement](#)

[FERPA](#)

[Freedom of Information](#)

[Sexual Assault, Stalking, Domestic & Partner](#)

[Violence Against Students](#)

[Tobacco-Free Advisory Policy](#)