Center for the
Academic Development
of Student-Athletes

Tutor Manual
2018–2019
Table of Contents
Mission of SMU Athletics........................................................................................................................................4
Mission of the ADSA .............................................................................................................................................4
Tutor Program Professional Staff .........................................................................................................................4
Overview of Job ....................................................................................................................................................5
Tutor Characteristics, Duties, and Responsibilities............................................................................................5
Tutor Appointment Information and Procedures .................................................................................................6
  Tutor Appointments ........................................................................................................................................6
  Tutor Communication ...................................................................................................................................6
  Tutor Evaluations ...........................................................................................................................................6
  Other Tutor Notes .........................................................................................................................................7
  iPad Usage ....................................................................................................................................................7
  Tutor Session Procedures ...............................................................................................................................7
  First Session ................................................................................................................................................9
Policies Overview .................................................................................................................................................11
  Tutor Communication ................................................................................................................................11
  Confidentiality .............................................................................................................................................11
  Prior Relationship with Student-Athlete .........................................................................................................11
  Tutor Sessions ...........................................................................................................................................11
  Check-In ......................................................................................................................................................12
  GradesFirst Reporting .................................................................................................................................12
  Tardy Policy ...............................................................................................................................................13
  Tutor Absences and Cancellations ................................................................................................................13
  No Contact Policy .....................................................................................................................................14
  Assignments ...............................................................................................................................................14
  Other Tutor Policies ....................................................................................................................................15
  Tutor Dismissal ..........................................................................................................................................15
  Tutor Disciplinary Action ............................................................................................................................16
  SMU Honor Code .......................................................................................................................................16
  Academic Misconduct and Impermissible Academic Assistance ................................................................17
  NCAA Rules ...............................................................................................................................................18
  Tutor Dress Code .......................................................................................................................................19
Other Tutor Policies ..........................................................................................................................................20
General Tutor Information ................................................................................................................................20
  Payroll/ Time Sheets .................................................................................................................................20
  Parking ......................................................................................................................................................20
Dear Tutors:

Welcome to the ADSA Tutor Program! As a tutor, you will play an integral role in the development of SMU student-athletes. In this role, you will help students further their understanding of content knowledge, while also helping them develop the skills necessary to be academically and independently successful.

Student-athletes are no different than the typical student at SMU; however, time demands related to participation in collegiate athletics creates an additional burden on student-athletes. They must also consider the eligibility requirements set forth by the NCAA and the American Athletic Conference. The ADSA provides a variety of support and resources focused on skill development and degree completion. Working as a tutor you will play an important role in supporting SMU student-athletes. During your time at the ADSA, we expect you to adhere to the rules and regulations set forth in this manual with respect to professionalism, confidentiality, and academic integrity. Your positive, professional relationship with student-athletes is fundamental to the success of the ADSA Tutor Program.

We hope that this manual will be a resource for you as you begin your tutoring career. Thank you to the University of South Carolina and Virginia Tech University for providing input concerning topics and formats.

We would again like to welcome you to the Tutor Program at the ADSA. We are looking forward to working with you. Be assured, you will receive the support of the professional staff of the ADSA in all tutorial endeavors. If you have concerns or questions, please contact one of the tutorial staff members and every effort will be made to find a solution.

Welcome and Pony Up!

Mary Stewart
Landon Massey
Valerie Harms
Malcolm Byrd-White
Mission of SMU Athletics
In alignment with the educational mission of the University, we engage the community in meaningful ways and develop the resources necessary to graduate Student-Leaders and pursue championships. Above all else, we prepare Students for life.

Mission of the ADSA
The Center for the Academic Development of Student-Athletes (ADSA) is responsible for providing academic support services to the sports of Football, Men’s Basketball, and Women’s Basketball. In recognizing the unique demands on student-athletes, support services are designed to provide academic counseling, tutoring, and academic skill development while stressing the importance of individualized plans in each area. Academic Counselors assist in facilitating these services in the quest for academic excellence.

Tutor Program Professional Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
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</table>

ADSA Staff

<table>
<thead>
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<th>Title</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
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</table>
Overview of Job
The purpose of the Tutor Program in the ADSA is to provide student-athletes with subject-specific tutors who serve as a supplement to the classroom experience. The main goal of our tutors is to help student-athletes better understand specific course content. All sessions are one-on-one appointments available in a majority of courses taught on campus. Tutoring sessions are held throughout the day, Monday–Friday, barring practice schedules. The majority of our tutors are graduate students, adjunct professors, and outside professionals with 8-10 years of experience in the related field of study. Tutoring is based on student need. Hours are flexible, but not guaranteed.

Tutor Characteristics, Duties, and Responsibilities

- Understand and effectively communicate subject matter to student-athletes
- Plan and implement effective learning strategies
- Identify and address skill and academic needs
- Provide feedback via GradesFirst session reports in a timely manner
- Continue education through tutor trainings and quizzes
- Know and comply with the policies of the ADSA Tutor Program
- Maintain professionalism at all times
- Display a high level of academic integrity at all times
- Communicate with the Tutor Program Professional Staff
Tutor Appointment Information and Procedures

Tutor Appointments
- The tutor will receive an automated email from GradesFirst, stating the student-athletes name, time, and date of tutoring sessions. Tutors are responsible for checking their email and showing up on time. Any questions should be directed to the Tutor Coordinator.
- Tutor sessions may only occur in the Center for the Academic Development of Student-Athletes (ADSA).
- Tutor sessions are 45 minutes, allowing 15 minutes in which we encourage you to complete and submit your GradesFirst reports.
- Tutor sessions may not be changed or cancelled without the approval of the student-athlete’s Academic Counselor.
- Tutors and students are not permitted to contact each other outside of the scheduled sessions. If a tutor must communicate with the student-athlete, all communication must go through the Tutor Coordinator.
- Tutors are NOT guaranteed any minimum number of hours or appointments. Tutor appointments are filled based on need and availability.

Tutor Communication
The tutoring program will only succeed if there are open lines of communication between all involved individuals, this includes professional staff, tutors, and student-athletes. Therefore it is important for you to maintain steady communication with the student-athlete during your sessions. Encourage the student-athlete to be an active participant in their learning and keep the sessions as interactive as possible. You are also encouraged to try and identify student-athlete habits and provide guidance on certain aspects such as time management and study skills. It is also urged that you keep the student-athlete involved in the tutoring experience by asking for their opinions on your teaching technique. Their judgments can help you adapt to the student-athlete’s study style and work to create a subject centered educational plan that will work best for you and the student-athlete.

To facilitate open communication among all members of the ADSA, remember to contact the Tutor Coordinator with any problems or concerns regarding your tutor assignments or sessions.

In addition to providing informal feedback during the tutor sessions, it is required that tutors fill out the GradesFirst report forms by midnight the day of the session.

Tutor Evaluations
- Session Observations – Each tutor will be observed and evaluated while conducting a session. This may occur at least once per academic session.
• **Student-Athlete Evaluations** – Student-athletes will be asked to evaluate their tutors once per semester.

• **Program Evaluation** – Tutors will be asked to evaluate the tutoring program at the end of each semester.

**Other Tutor Notes**

- Appointments with academic tutors are not an alternative to class attendance. Encourage the student-athletes you are assisting to attend every class on time, be attentive, and work hard for the duration of the class period, and maintain frequent contact with their professor.

- Be directive. Get a copy of the student-athletes syllabi. Do not be afraid to ask the student-athlete to practice certain skills before your next session. Encourage student-athletes to think for themselves, work out their problems, and offer new ideas.

- Assist in enforcing certain rules within the ADSA by holding student-athletes accountable for their actions. Report any behavior problems to the Tutor Coordinator by including any disruptive behavior in your GradesFirst report.

- Be patient in both the student-athlete’s ability to understand the material you are working on and their overall academic ability.

- Model good behavior you would like your student-athletes to practice, by showing up on time to tutor sessions, being organized, and having a plan.

- Work to develop a good rapport with the student-athletes while still upholding your professionalism.

- Remember you are in charge of the session, not the student-athlete.

**iPad Usage**

Student-athletes have the ability to check out iPads for use during tutoring sessions. It is the tutor’s responsibility to ensure that the iPad is being used for academic purposes. If a student-athlete is using an iPad for non-academic purposes, tutors should ask the student-athlete to refrain from non-academic activities and report the behavior in their GradesFirst report. If the student-athlete continues to misuse the iPad, please inform a full-time ADSA staff member.

**Tutor Session Procedures**

*Initial Contact*

- Tutors will check the room assignments on the daily tutor assignment schedule.
- Tutors will sign-in on their timesheet.
- Tutors must be in their assigned room and prepared at the start of each session.
- Generally, sessions are scheduled in 1-hour time blocks but only meet for 45 minutes. This gives the tutor 45 minutes to work with the student-athlete and an additional 15 minutes to complete their report or prepare for their next session.
**Beginning of Each Session**

- Try to arrive early and prepared, allowing for traffic and parking problems.
- If the student is late, tutors are obligated to wait 15 minutes for the student-athlete. If the student-athlete does not show for any part of the session, tutors are required to mark the student-athletes as a NO SHOW in GradesFirst and then must get permission from a member of the ADSA tutor program before leaving the facility.
- Start each session with an encouraging greeting.
- Review the previous session material and ask if there is any additional assistance needed with the past material.
- Go over the goals and material for the session. Ask the student how the content was taught in class.

**During Each Session**

- Give the student-athlete your full sincere attention at each session; this means do not be on your cell phone or complete your own work during sessions. If you have sent the student off to work independently during the session, spend your time looking over the student’s study materials to get a better grasp on their understanding.
- Make sure that the session is collaborative. Ask open-ended questions, so that the student is forced to think for themselves and come up with an answer other than yes or no.
- Never write or type for student-athletes. Tutors may demonstrate concepts and guide student-athletes on how to be successful, but not solve specific problems or tell a student-athlete what to change.
- Provide positive feedback and avoid negativity when working with student-athletes.
- If the student asks for help with their homework assignment, discuss the concepts of the problems. Never work on the homework assignment together, tell the student to try and complete their homework assignments before sessions so you know exactly what concepts they need assistance with.
- Review lecture notes with the student-athlete, clarifying and elaborating when necessary. Identify strengths and weaknesses in the student’s note quality and give them feedback on how to improve.
- If the students need help with research, refer them to a librarian.
- If a student comes in unprepared, report this on the GradesFirst report. If the student did not attend the class for the material you were planning to address, you are not expected to go over this material with the student-athlete for the first time. In this case, you should review material from past sessions and not move forward until the student has caught up.
• If you ever feel uncomfortable during a session or suspect academic dishonesty, end the session immediately and inform the Tutor Coordinator.

After Each Session

• Ask the student how they feel about the material covered: have their goals for the session been met? Do they have a better understanding of the material covered?
• Ask for feedback on ways that you can improve your techniques as a tutor to be more effective.
• Make sure the student leaves the session on time so that they have enough time to arrive at their next appointment or class.
• Complete the GradesFirst report by midnight of the same day as the session.

First Session
The first tutoring session with a student-athlete can be a very valuable experience for the rest of the semester. A friendly atmosphere can help break down communication barriers and impart a sense of trust between the student-athlete and the tutor. The first session is nothing to have anxiety about, but here are a few suggestions to keep in mind.

1.) Be yourself. In order to establish a trustful relationship, the student-athlete must believe that you are being honest about yourself and your goals for the tutor experience.
2.) Take the initiative to establish a positive and professional rapport. Rapport is something that is best built over time, but it is best to start from the beginning. Good report depends on good communication; listen carefully to the student-athlete and try and find some common ground. You do not need to share details of your life with the student-athlete if you don’t feel comfortable doing so, but you at least have one thing in common. You both have the desire to see the student-athlete succeed academically.
3.) Get to know the student-athlete. Where are they from? In which sport do they compete? What position do they play? What year are they? It is also important to ask questions about their academic life. What are their career goals? What are they hoping to get out of this course? These questions can help you in two ways. First, it lets you get to know the student-athlete and helps to open up lines of communication. Second, it lets the student-athlete know that they are more than just a jersey number to you. Finally, these open-ended questions can help you understand how the student ticks. You will get a view of likes, dislikes, wants, and goals for their academic future.
4.) Take the time to assess the student-athlete’s situation in their courses. You want to assess how the student-athlete learns best and also the speed at which they learn. Ask the student-athlete if there have been any techniques that have worked better/worse for them. Does the student-athlete need a more remedial type of tutoring, or do they require advanced tutoring on concepts and ideas within the course?
a. Help the student-athlete set reasonable short-term and long-term goals. Be a motivator and encourage the student-athlete to strive for their best efforts.

5.) Discuss course set-up and learning outcomes. Ask the student-athlete for a copy of their syllabus. Review the syllabus to make sure assistance can be provided for the course.
Policies Overview

Tutor Communication
- Tutors are responsible for checking Canvas, e-mail, and GradesFirst regularly. These are the primary methods of communication used by the tutor program staff. Any announcements or important information will be communicated via these channels.
- Sessions will be scheduled in advance through GradesFirst. An automated e-mail will be sent via GradesFirst confirming a scheduled appointment. Any conflicts should be reported to the Tutor Coordinator immediately.

Confidentiality
As a tutor, you will be given access to highly sensitive, personal and confidential information. This includes, but is not limited to, the academic ability and the progress of student-athletes you tutor. Under no circumstances should you share this information with anyone outside of the full-time tutor program staff. Upon hiring, you will be required to sign a Confidentiality Agreement, affirming your compliance with all policies. Tutors must maintain complete confidentiality of all student-athlete’s grades and personal information they may share and always report accurate information to the ADSA through GradesFirst.

Prior Relationship with Student-Athlete
As an employee of the ADSA, tutors may not have contact with student-athletes outside of their scheduled appointments. Tutors must notify the Tutor Coordinator of any personal relationships with a student-athlete, including past SMU student-athletes. Although any prior relationships with a student-athlete may not determine your employment at the ADSA, the relationships must be documented. Tutors must acknowledge that they were truthful during the interview and hiring process when asked about previous and current relationships with student-athletes. Furthermore, tutors agree to keep the Tutor Coordinator informed of any future relationships with current and past SMU student-athletes that may form while employed as a tutor by the ADSA.

Tutor Sessions
- All tutoring appointments must be arranged by the Tutor Coordinator or designated representative.
- Tutoring appointments may only be conducted in the Loyd All-Sports Center during the scheduled times.
  - Monday-Thursday: 8 AM – 2 PM and 6 PM – 9 PM
  - Friday: 8 AM – 2 PM
- Tutors must be in their assigned tutor room and ready to work at the start of the session. Being late for tutoring appointments is not acceptable.
• Tutors are obligated to wait 15 minutes for a student-athlete to attend their tutoring session. If the student-athlete does not show up for any period of time for the scheduled appointment, the tutor must report the student as a no-show in GradesFirst and must get approval from the Tutor Coordinator or designated representative before leaving the facility.

Check-In
Tutors are required to check-in on their timesheet in the ADSA office. Tutors should check-in for their first scheduled session and non-sequential sessions. Tutors may check-in by writing the time they arrive on their timesheet. Once checked in, tutors should check the posted schedule for their assigned tutor room.

GradesFirst Reporting
• Reports must be submitted and with accurate evaluations for each student-athlete you work with before midnight the day of the session. There is no excuse for reports being late.
• If a student does not show up for any period of time for the scheduled appointment, the tutor must report a no-show. If the student shows up for any period of time for the scheduled appointment, the tutor must file a report.
• The following are examples of good and bad reports.

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>The student was late for the session. He finished his work, and we made a plan for improving his quiz grades.</td>
<td>The student arrived 7 minutes late to the session. He has a quiz tomorrow based on the last two lectures. We discussed the information, and the student asked questions about several key concepts, including lightning, electrification of clouds, negatively charged clouds, and lightning strikes. I then quizzed the student over the material. He did well and was quick to ask questions about what he didn’t understand. He then created flashcards to help with the quiz and the next exam. Next session we will begin to review for his exam.</td>
</tr>
<tr>
<td>The student arrived prepared. We began working on her next essay.</td>
<td>The student arrived with her books and was ready to begin work on her next essay. The essay topic is to analyze a current event and describe the different opinions. We first talked about different events she may want to write about. She had already thought of a</td>
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couple, so we spent some time looking up different articles to determine if there would be enough information for the essay. After researching, she decided to write about the opioid epidemic. The student then started a document to track her research and articles. Next session we will develop an outline.

The student arrived on time. He had trouble focusing and reading from the textbook. The student was on-time and prepared for our session. We discussed the previous lecture, and he asked questions. We then started to read the next chapter of his textbook. The student seemed distracted from the reading but was able to concentrate after I talked to him. We took turns reading from the textbook, one paragraph each. He seemed to have difficulty with some of the vocabulary words. After reading a paragraph, the student would summarize what we read. At the end of each section, he would answer the provided questions. We completed the required reading. Next session we will read the next chapter and start notecards.

**Tardy Policy**

Tutors should be in their assigned tutor room at the start of the scheduled session. In the event that a tutor is late for their scheduled session, they will be marked as having one tardy. Tardy is defined as any time past the scheduled session time. If a tutor is tardy five times, then a warning will be given. After three more tardies, eight total, the tutor will receive a second warning. If the tutor is tardy twice more, ten total, the tutor will receive a third warning, resulting in termination.

<table>
<thead>
<tr>
<th>Number of Tardies</th>
<th>Total Tardies</th>
<th>Discipline</th>
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<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Warning</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Warning</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Warning (Termination)</td>
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**Tutor Absences and Cancellations**

- Tutor session times may not be changed or cancelled without prior approval of the Tutor Coordinator or designated representative.
- When it is necessary for a tutor to cancel an appointment, they must contact the Tutor Coordinator at least 4 hours in advance of the scheduled appointment. If the
appointment starts prior to 2 PM, the tutor must notify the Tutor Coordinator before 8 PM the night before the scheduled session occurs.

- If the Tutor Coordinator is not notified of a cancellation prior to the scheduled session, the tutor will receive a warning.
- Make your best effort to avoid cancellations
- If an emergency arises and a tutor is unable to attend a session, he or she must notify the Tutor Coordinator immediately.
- Habitual cancellations may require a meeting with the Tutor Coordinator.
- If the Tutor Coordinator or designated representative does not contact you about a student cancellation before 8 pm for any session before 2 pm or 4 hours before an evening session (6-9 pm), then you will still be paid for the session.

No Contact Policy

- Tutors are neither friend nor fan to the student-athletes.
- Tutors may not socialize with student-athletes outside of the ADSA.
- The only acceptable relationship is an academic one. Failure to observe professional behavior may result in immediate dismissal.
- Tutors may not communicate with student-athletes outside of scheduled sessions, including, but not limited to, communication via Facebook, Twitter, Snapchat, Instagram, or any other social media platforms. There is never a reason to communicate with students outside of sessions.
- Tutors and student-athletes may not exchange phone numbers or e-mail addresses. They may not text, call, or e-mail one another.
- Never ask for or receive a student-athlete’s username and password.
- Tutors who have prior relationships with any student-athlete must inform the Tutor Coordinator.
- Violation of this policy is cause for immediate termination.

Assignments

- Tutors should never write papers or work on projects/assignments for student-athletes. Tutors should never write on a student’s paper. Tutors should never type for a student.
- Tutors may not touch any computer mouse or keyboard while working with a student-athlete. Student-athletes must use their personal device or any device provided by the ADSA. Tutors are not permitted to provide any device for use by the student-athlete.
- The tutor is not permitted to send a student’s academic work through their personal computer or e-mail.
- Tutors may not take quizzes or tests (online or take home) FOR or WITH a student-athlete.
- Tutors should not predict a student-athlete’s grade on a particular assignment.
• Tutors should never read, highlight, create notecards, or compose other study tools for a student-athlete.
• Always obtain permission from the Tutor Coordinator or designated representative prior to assisting a student with any review sheet, study aid, practice quiz, etc. provided by an instructor.

Other Tutor Policies
• Tutors should never publish any information regarding their employment with the ADSA in any publications online or in print.
• Tutors will be required to complete and submit a compliance quiz each semester. Due dates will be communicated by the Tutor Coordinator or designated representative.
• If a student-athlete would like to do coursework from a class other than the one you tutor, they must receive permission from their academic counselor.
• Tutors should never engage in communication with SMU professors regarding any student including, but not limited to, asking for notes or practice tests, talking about a student’s performance in class, or discussing a student’s tutor sessions.
• A conflict of interest could arise should a tutor have a pre-existing personal relationship with a faculty member on campus. Tutors must acknowledge that they were truthful during the interview and hiring process when asked about pre-existing personal relationships with faculty.
• Former student-athletes and managers may not tutor for the ADSA unless they are at least 4 years removed from SMU. Each tutor must acknowledge that he or she was truthful in disclosing any past athletic participation or involvement at SMU.

Tutor Dismissal
• Dismissal of a tutor may be based on any of the following reasons:
  o Academic misconduct
  o Allowing a student-athlete to use your personal device.
  o Violation of confidentiality
  o Repeated late submissions of GradesFirst reports
  o Habitual cancellations or tutor absences
  o Fraudulent record keeping
  o Staff evaluation and/or recommendation
  o Violations of University, Athletics Department, ADSA, or NCAA rules
• Actions that will result in immediate termination:
  o Violation of no contact policy
  o Doing work for the student
  o Violations of University, Athletics Department, ADSA, or NCAA rules
  o Contacting SMU professors regarding any student-athlete
Any other situation deemed serious enough for dismissal

**Tutor Disciplinary Action**
If an incident does not result in immediate termination, the following steps will occur:

1. First Offense: Tutor will be issued a warning via e-mail from the Tutor Coordinator.
2. Second Offense: Tutor will be issued a written warning and may require a meeting with the Tutor Coordinator.
3. Third Offense: May result in termination. Tutor will be required to meet with the Tutor Coordinator.

Offenses will be issued and recorded for the academic year. If a tutor has two offenses in the fall semester, these will carry over to the spring. Meaning, an offense in the spring semester would total three, which may result in termination.

In the event a tutor decides to quit, ample notice should be given, preferably two weeks. If a tutor quits without providing two weeks’ notice, the Tutor Program staff may be unable to provide a positive recommendation or re-hire.

**SMU Honor Code**
Intellectual integrity and academic honesty are fundamental to the processes of learning and of evaluating academic performance and maintaining them is the responsibility of all members of an educational institution. The inculcation of personal standards of honesty and integrity is a goal of education in all the disciplines of the university.

**Honor Council**
The Honor Council is a student organization established to hear cases of academic dishonesty brought forth by a member of the SMU community (professor, student, etc.). The Honor Council is comprised of students who see to the investigation and sit on the hearing boards of any cases referred to them.

**Acts of Academic Dishonesty**
- Academic Sabotage: intentionally taking any action, which negatively affects the academic work of another student
- Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise
- Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code
- Plagiarism: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise
Consequences
When a faculty member believes that a student may be responsible for an act of academic dishonesty, they may submit a Faculty Disposition or a Disciplinary Referral, or choose not to submit any paperwork, depending on the circumstances of the case.
A Faculty Disposition is a formal notice signed by the faculty and student. The paperwork is filed and kept in the Office of the Dean of Student Life for three years after the date of graduation or expected date of graduation. If a second Faculty Disposition is filed for the same student, that case will be referred to an Honor Council Hearing Board.
A Disciplinary Referral is used when a faculty member would like to refer the student directly to the Honor Council for a Hearing Board to make a decision on the case.
Records of any cases that are heard before an Honor Council Hearing Board will be kept in the Office of the Dean of Student Life permanently.
The matter of grade adjustments/penalties is up to the sole discretion of the faculty member.
Sanctions
Students found responsible by the Honor Council Hearing Board will be given sanctions appropriate to the violation of the Honor Code. The recommended minimum sanctions for a student found responsible for an act of academic dishonesty are as follows:
- Honor Violation: placed on the student’s transcript and will remain on the transcript for three years after the student’s graduation
- Deferred Suspension: student will be placed on Deferred Suspension for a defined period of time. Any subsequent conduct or academic dishonesty issues during that time may result in immediate suspension from SMU
- For student-athletes, possible loss of scholarship
The Hearing Board may choose to utilize other sanctions in lieu of or in addition to the above sanctions. Students have the right to appeal any decision handed down from the Honor Council to the University Conduct Council.

Academic Misconduct and Impermissible Academic Assistance
Academic misconduct is any conduct that violates the SMU Honor Code in any regard and can include actions including cheating, plagiarism, fabrication, and facilitating academic dishonesty. Typing, editing, and reconstructing a paper or assignment; providing answers to homework and take home exams; doing the reading for a student-athlete, or participating in online discussions on behalf of a student-athlete are all examples, although not inclusive, of academic misconduct.
Impermissible academic assistance is any conduct that provides a student-athlete with academic assistance that is not generally available to all students at the institution. Providing your past lecture notes/study guides and past answer sheets or tests to student-athletes you are tutoring
that are not available to all students taking the course are examples of conduct that would be considered impermissible academic assistance.

The ADSA has a zero tolerance policy in regards to academic misconduct and impermissible academic assistance. The rules outlined in this agreement are designed to help avoid any confusion and actions, intentional or not, that result in a finding of conduct being deemed academic misconduct or impermissible academic assistance.

Below are examples of our guidelines that are designed to guard against any actions that could violate the SMU Honor Code and/or NCAA bylaws.

1. Do not work with student-athletes on practice exams/study guides without prior approval from the Tutor Coordinator or designated representative.
2. Take home exams and quizzes are never to be worked on during a tutoring session.
3. Do not put pen to paper on any paper or assignment.
4. Do not provide your past lecture notes or study guides to student-athletes.
5. Do not provide past answer sheets or exams to student-athletes.
6. Do not read, highlight, create notecards, or compose study tools for a student-athlete.
7. Do not engage in any conversation regarding tutoring with a professor unless otherwise authorized and monitored by the Tutor Coordinator.

**NCAA Rules**

- Extra Benefits: any special arrangement made for a student-athlete by an institutional employee or representative. Examples include, but are not limited to:
  - Cash
  - An employment arrangement for prospect’s relatives
  - Gift of clothing or equipment
  - Co-signing loans or posting bonds
  - Any tangible items
  - Transportation
  - Entertainment services
  - Meal
  - Doing work for a student-athlete

- Gambling: the University does not condone gambling activities of any kind.
  - A tutor shall not knowingly:
    - Provide information (e.g., academic status, injuries, starting line-up) to individuals involved in or associated with any type of sports wagering activities concerning intercollegiate, amateur, or professional athletics competition.
Participate in any gambling activity that involves a sport sponsored by the NCAA. For example, because the NCAA sponsors football, a wager cannot be placed on professional, amateur, or intercollegiate competition.

Gamble on any intercollegiate or professional athletics that requires an entry fee (risk) AND offers a prize, be it money or anything of value (reward).

**Tutor Dress Code**

- No revealing clothing: provocative or tight-fitting clothing including but not limited to shorts, skirts, and shirts that reveal too much skin or undergarments are not appropriate when conducting tutoring sessions with student-athletes.
- No offensive clothing: any clothing that depicts offensive words, images, logos, or slogans are not appropriate when conducting tutoring sessions.
- No clothing associated with other universities: as a tutor who works with student-athletes, we ask that you refrain from wearing clothing and gear that is associated with other universities and other university athletic programs.
- Workout attire is acceptable, as long as it abides by the above expectations.
- Maintain professionalism: administrators and coaches are always watching.
General Tutor Information

Payroll/ Time Sheets
Tutors who are SMU students may only work 20 hours per week combined with any other part-time on-campus job. Tutors who are employed through Kelly Services on behalf of SMU may only work 40 hours per week combined with any other part-time on-campus job. It is the tutor’s responsibility to keep track of their hours and ensure they are not going over the maximum amount they are allowed to work when working another part-time on-campus job.

You are paid by the number of sessions that you tutor. Sessions are in one-hour blocks. Therefore, if you had 2 sessions you will be compensated for two hours of work.

If a tutor is asked to tutor a class that they have not taken, they can REQUEST to be paid for their prep time in which they can prepare for their tutor session. Prep time will not be compensated unless a tutor fills out the prep request form before they have completed the prep time. If you complete the prep time before your request, you will not be compensated for your time. Prep request forms may be requested from the ADSA Tutorial Staff.

All tutors are required to record their hours at the end of their daily sessions in the binder located in the ADSA office. If you do not do this, you will not be paid. Recorded hours will be checked daily to ensure that the number of hours recorded matches the number of sessions that a tutor was scheduled.

Students and SMU faculty and staff will be paid on a bi-weekly schedule.

If you are not a student or employee of SMU, then you will be employed by Kelly Services on behalf of SMU. Kelly employees are paid weekly, on Fridays, as long as time worked for the previous week is entered (by you) and approved on the https://www.mypeoplenet.com/Logon/ website. If you need assistance with this, there is a document available on the www.mykelly.com/SMU website that will offer guidance. Kelly services employees still need to record their time in the ADSA time binder.

Parking
If you are a student or other SMU faculty, please utilize your SMU parking pass or your normal parking options when you are scheduled for tutoring sessions.

If you are a Kelly Services employee and will be driving to campus, you have many options. You might consider buying a parking pass. Parking is very limited and is not guaranteed; there are also free parking alternatives in addition to regular campus parking. Parking options will be best explained by visiting the https://www.mykelly.us/us-mykelly/sectionless-pages/smu/ website and using the links under campus parking.
The Center for the Academic Development of Student-Athletes (ADSA) is located on the third floor of the northwest corner of the Gerald J. Ford Football Stadium within the Lloyd All Sport Center.