

University of Colorado Department of Athletics

Herbst Academic Center for Student-Athletes

Subject Tutor Handbook

2011-2012



Mindy Sclaro
Tutor Coordinator
(303) 735-2491
Mindy.Sclaro@Colorado.edu

Herbst Academic Center Staff Directory

Dal Ward Athletic Center, Room 265
University of Colorado at Boulder
Boulder, CO 80309
(303) 492-6591 Fax: (303) 492-4976
www.cubuffs.com/academics

Main Office Hours (academic year)
Monday – Friday 8:00 a.m. to 5:00 p.m.

Study Hall/ Computer Room Hours (academic year)
Monday – Thursday: 7:30 a.m. to 9:00 p.m.
Friday: 7:30 a.m. to 5:00 p.m.
Sunday: 5:00 p.m. to 9:00 p.m.
Holidays and Final Exam Week - TBA

Contact Information:

Ceal Barry	Associate A.D. for Student Services	303-492-6591	Ceal.Barry@Colorado.edu
Kris Livingston	Director Herbst Academic Center	303-492-8717	Kris.Livingston@Colorado.edu
Emilia Spector	Administrative Assistant	303-492-6591	Emilia.Spector@Colorado.edu
Michele Brannigan	Learning Specialist	303-735-6152	Michele.Brannigan@colorado.edu
Erin Cunningham	Academic Coordinator	303-492-1599	Erin.Cunningham@Colorado.edu
	<i>Men's and Women's Cross Country, Men's and Women's Track</i>		
	Academic Coordinator	303-492-5244	
Medford Moorer	<i>Women's Tennis and Football</i>	303-429-5244	Medford.Moorer@Colorado.edu
Ryan Kataoka	Academic Coordinator	303-492-1068	Ryan.Kataoka@Colorado.edu
	<i>Women's Basketball, Women's Soccer, Men's Golf and Football</i>		
Mindy Sclaro	Academic Coordinator & Tutor Coordinator	303-735-2491	Mindy.Sclaro@Colorado.edu
	<i>Men's Basketball and Women's Volleyball</i>		
Melanie Zaharias	Academic Coordinator	303-735-5614	Melanie.Zaharias@Colorado.edu
	<i>Men's and Women's Skiing, Football</i>		

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Herbst Academic Center Overview

The goal of the Herbst Academic Center is to facilitate the academic and personal excellence of a diverse group of student-athletes. Tutorial services for all student-athletes, as well as priority registration and coordination of academic advisement are offered through our services. We communicate with University faculty to assess the academic progress and needs of our student-athletes. These individuals deemed to be at-risk academically are recommended for participation in one of our academic assistance programs.

Herbst Academic Center Mission Statement

The Herbst Academic Center supports all CU student-athletes and instills a commitment to academic, personal, and professional success. Our staff upholds the core values of integrity, teamwork, and excellence while developing independent, lifelong learners. We foster individuals of high character who are positive role models and productive members of society.

Athletics Department Mission Statement

Intercollegiate Athletics at CU Boulder provides student-athletes a rewarding academic and athletic opportunity while embracing the principles of equity and diversity. Athletics achieves a high level of competitive excellence in the Pac-12 Conference and on the national level.

The Department represents the University with distinction, serves as a rallying point for its constituents, and instills pride in the institution. Intercollegiate Athletics develops positive role models for the University community.

Herbst Academic Center Support Positions

Academic Coordinators

- Provide incoming student-athletes a departmental orientation to help ease the transition from high school to college.
- Monitor NCAA, Big 12 and CU academic eligibility standards.
- Act as a liaison with campus advisors and faculty members.
- Assist student-athletes with priority registration for the fall, spring and summer terms.
- Help student-athletes set specific objectives for study hall hours based upon course syllabi.
- Monitor progress on academic objectives.
- Monitor course progress.
- **Communicate with coaches whether academic obligations are being met including grades, tutoring appointments, academic meetings and study hall hours.**
- Help student-athletes connect with department, campus and community resources.

Learning Specialist

Learning specialists provide support to students with both learning disabilities and learning deficiencies. Skill building in the areas of reading, writing and test taking are the primary areas of focus for Learning Specialists. In addition, assistance is provided in securing and implementing accommodations that may be awarded through the CU Office of Disability Services.

Subject Tutors

The goal of a subject tutor is to facilitate a student's learning of the concepts and methods required to tackle course assessments themselves.

Position Overview: Subject tutors provide one-on-one and on occasion small group tutoring to student-athletes to assist them in understanding the content specific material by utilizing specialized backgrounds for which they were hired.

Job Duties and Responsibilities:

- Attend Tutor Orientation.
- Meet with Tutor Coordinator when required.
- Meet with student-athletes at Dal Ward Athletic Center.
- Complete a *Subject Tutor Feedback* form after every tutor session.
- Complete *No Show Feedback* from 15 minutes after a student-athlete fails to arrive for a session.
- Tutors are expected to meet all scheduled appointments. If conditions arise which necessitate being late or absent for a scheduled session, call the person who arranged the appointment (either the Coordinator or the student-athlete) to make other arrangements. A telephone directory is located on page two of this Manual.
- Contact the student-athlete at least 2 hours in advance if a session must be cancelled or postponed.
- Complete and submit time sheets every other Friday pursuant to the Payroll Calendar.
- Follow confidentiality and ethical guidelines and policies at all times.

Position Qualifications:

- A minimum of a "B" earned in course work of all subjects tutored.
- Experience working with diverse students.
- Willingness to assist student-athletes in the learning process.
- Good communication skills.
- Prior subject tutoring is preferred.
- Ability to implement appropriate boundaries with student-athletes.
- A firm understanding of the CU Honor Code and FERPA Guidelines.

Duties and Responsibilities:

- All tutoring must take place in the Herbst Academic Center computer lab and the study area. Other spaces in the Herbst Academic Center may be available for tutoring appointments upon request or specific arrangement.
- Tutors are assigned to tutor only those courses in which they have a very good command of the material.
- Tutor sessions should be no longer than one hour to one and a half hours unless prior approval is granted by the Tutor Coordinator.

Academic Mentors

In addition to all the qualifications of a subject tutor, Academic Mentors facilitate the student-athlete's transition to college and help develop academic skills. Specifically, Academic Mentors teach and promote the development of academic success and skills ranging from time management, organization and prioritization.

Interns

Supervise and maintain appropriate study hall work environment, assist in study hall reporting, assist in compiling grade updates for various sports, mentor at-risk student-athletes, assist in assigned projects, shadow Academic Coordinators, attend weekly staff meetings, and maintain student privacy.

Herbst Academic Center Programs

Tiered Study Hall Program

Each student-athlete at the University of Colorado has an individualized academic plan. The plan considers the student-athletes year in school, college and high school academic records. This program combines study hall hour requirements with specific academic objectives. Academic objectives are assigned to a student-athlete by their Academic Coordinator or their Academic Mentor. Subject Tutors assist student-athletes to meet those academic objectives by helping the student-athlete in an ethical, appropriate manner. (See role of tutor section of this manual).

- Tier 1 students have either struggled academically in the past or are new freshman. These students have a more structured daily and weekly study schedule that divides their time into blocks. The block schedule is created by Academic Coordinator for that team and helps the student identify productive blocks of time to do their work around their class, training and competition schedules. Academic Coordinators will often schedule tutor sessions on behalf of their Tier 1 students and will assign them required weekly study hall hours.
- Tier 2 students are making the transition to solid time management and study skill behaviors. These students will schedule their own tutoring appointments with subject tutors directly via e-mail.
- Tier 3 students have earned at least a 3.0 cumulative GPA and therefore make their own subject tutor appointments and do not have study hall obligations.

Study Hall Rules

Study Hall hours can be earned any time during our normal hours (listed below) but must be completed in the Dal Ward Center. Specific rules apply and should be adhered to at all times during Study Hall.

The rules are as follows:

- During study hall, student-athletes will not be permitted to lounge in the hallway area. All studying must be done in the Computer Lab or in the adjoining Study Hall Room.
- Student-athletes must check in and out of Study Hall by swiping their Buff One Card.
- Cell phone usage is **PROHIBITED** in the Study Hall and Computer Lab.
- Student-athletes are expected to bring enough academic work for the entire time they are checked in for study hall.

- Absolutely **NO DRINKS, FOOD OR TOBACCO** use is permitted in any location of the Herbst Academic Center, with the exception of drinks in the Tutor Room.
- A study hall absence is considered any of the following:
 - Failure to attend Study Hall.
 - Leaving the designated areas at any time without checking out.
 - Disruptive or disrespectful behavior.
- If a student wishes to leave the Study Hall area for any reason, they must check out and then check back in when they return. If they fail to do this, they will not be given credit for study time.

The Computer Room/Study Hall Room is open:

(During the Academic Year)

Monday – Thursday 7:30 a.m. to 9:00 p.m.

Friday 7:30 a.m. to 5:00 p.m.

Sunday 5:00 p.m. to 9:00 p.m.

Holidays and Final Exam Week - TBA

(During Summer Sessions)

Monday – Friday 7:30 a.m. – 5:00 p.m.

PASS (Providing Academic Assistance for Student-Athlete Success):

Mission Statement

The mission of the PASS program is to provide academic support to student-athletes who have a learning disability and/or ADHD. Collaboration with campus and educational evaluators/professionals creates an enriched and specialized learning environment for students. The PASS program provides an individualized support system to meet each individual student's unique learning needs as they progress toward graduation. This program teaches learning and organizational strategies as well as study skills to promote autonomy and increased confidence within student-athletes.

Services:

- Specialized mentors assist with time management and learning strategies
- Individual tutoring sessions with experienced content-based tutors
- Private study area
- Collaboration with the Office of Disability Services for processing required documentation and accommodations
- Foster communication and collaboration with professors and instructors on recommended learning styles for individuals
- Provides training in specific skill development
- Utilize cutting edge technology to promote academic success
- Referrals to counseling services

The PASS program is administered by the Learning Specialist for the Herbst Academic Center Michele Brannigan.

Campus Disability Services

DS provides students with disabilities the tools, reasonable accommodations and support services to participate fully in the academic environment. Furthermore, DS promotes an accessible and culturally sensitive campus through outreach and by building partnerships within the university community and beyond.

Honor Code

The purpose of the honor code at the University of Colorado at Boulder is to secure for students an environment in which all individuals have responsibility for, and are appropriately recognized for, their individual academic and personal achievements.

Administered by students and supported by faculty, this honor code and support system educates as it protects. Each student who enters the university community will benefit from an honor code. All members of the academic community are encouraged to trust students, thus preserving the relationship between students and faculty or staff.

Although the honor system is maintained entirely by students, it is also an integral part of the mission of faculty at the university. Consequently, no student has an unfair academic or personal advantage over another. Since the honor code promotes these values, faculty members will have an ardent interest in its successful implementation.

What is a Violation?

PLEASE NOTE: Academically dishonest behaviors include, but are not limited to, the brief examples described below. If you are concerned about what constitutes academic dishonesty we encourage you to speak with the Tutor Coordinator or with the Director of the Herbst Academic Center.

Plagiarism: Portrayal of another's work or ideas as one's own.

- Buying a paper off the internet and turning it in as if it were your own work
- Improperly citing references on a works cited page or within the text of a paper

Cheating: Using unauthorized notes or study aides, allowing another party to do one's work/exam as one's own, or submitting the same or similar work in more than one course without permission from the course instructors.

- Taking an exam for another person
- Looking off another person's exam for answers
- Bringing and using unauthorized notes during an exam

Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.

- Making up a reference for a works cited page
- Making up statistics or facts for academic work

Aid of Academic Dishonesty: Intentionally facilitating plagiarism, cheating, or fabrication

- Helping another person do a take home exam
- Giving answers to an exam
- Collaborating with others on work that is supposed to be completed independently

Lying: Deliberate falsification with the intent to deceive in written or in verbal form as it applies to an academic submission.

Bribery: Providing, offering, or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.

- Paying a student to do work on your behalf
- Attempting to pay a teacher to change a grade

Threat: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an Honor Code violation.

Policies for Support Positions:

Conflict of Interest

The Herbst Academic Center is an educational and professional organization dedicated to the academic achievement of student-athletes. As a tutor, you are an integral part of the academic process. Tutors are responsible for providing assistance to student-athletes in designated areas of expertise. To maintain professionalism and achieve academic development, the relationship between the tutor and the student-athlete whom you tutor must remain a tutorial relationship only (i.e. dating a student-athlete whom you tutor is not permitted). Tutors are expected to uphold the utmost professionalism when dealing with student athletes. Tutors who are teaching assistants for a course and serve in a grading capacity may not tutor a student-athlete in that course during that semester.

Communication Policy, Confidentiality and FERPA

The law holds members of the Herbst Academic Center to standards of confidentiality. Any academic information that is disclosed by a student-athlete is considered confidential. This includes disclosing information about student-athletes to coaches, other athletic staff, the press or any individual who is not associated with the athletics department. The release of information is limited to the staff in the Herbst Academic Center only. **Tutors, as well as the remainder of the staff, are to abide by the Family Educational Rights and Privacy Act (FERPA or the Buckley Amendment).** This Act deals directly with the protection of educational records of student-athletes. For more information on FERPA please go to http://registrar.colorado.edu/regulations/ferpa_training.html.

Statement of Understanding of Access to Student Data

University of Colorado, Boulder

Student data originated and stored on University computer equipment, through reports, or through the sharing of data files is University property. I understand that by virtue of my employment at the University of Colorado, Boulder, I may have access to records that contain individually identifiable student data, the disclosure of which is prohibited by the Family Educational Rights and Privacy Act of 1974 (FERPA). **I will not exhibit or divulge the contents of any record or report to any person except in the conduct of my work assignment and in accordance with FERPA policies and procedures.**

I acknowledge that I fully understand that the intentional disclosure by me of this information to any unauthorized person, including another University employee, or the tampering of any data that resides on any data system, does violate university policy and could constitute just cause for disciplinary action, including but not limited to suspension of access privileges, a letter of reprimand, employment termination and/or accountability in a court of law.

Employee Signature

Print Employee Name

Date

NOTE: The following items are considered **Directory Information** and can be released without the student's written permission (unless the student has requested privacy).

- Student Name
- Student address (including designated local mailing, permanent and billing addresses)
- Local Telephone Number
- Student e-mail address
- Date of birth
- Dates of attendance
- Previous institutions attended
- School/College or division of enrollment
- Majors/Minors/Field of study
- Class (Freshman, Sophomore, etc.)
- Degrees, honors, awards conferred (including certificates, thesis and dissertation titles)
- Enrollment status (e.g., full time or part-time student status)
- Expected date of completion in enrolled course of study
- Employment related to student status (e.g., teaching assistant, resident assistant, or tutor)
- Participation in officially recognized sports, including height and weight of athletes
- College Opportunity Fund application and authorization status for Colorado residents
- Class seating assignment and roster for students enrolled in a common course
- Student ID photo

Ethical Guidelines

Members of the Herbst Academic Center serve student-athletes in numerous ways. We focus on assisting student-athletes with any educational problem that may arise while competing in intercollegiate athletics for the University of Colorado. **As a tutor:**

- Do not engage with Student-Athletes in individual “contracts for pay” for services rendered outside of the scope of your employment with the Athletics Department.
- You shall attempt to promote the development and improvement of the student-athlete in a designated course of study.
- You should expect the other members of the tutorial staff to uphold the same ethical guidelines.
- You are required to provide truthful information to the Herbst Academic Center staff.
- You should not misrepresent any personal qualifications.
- You are held by laws of confidentiality, and thus, are to report only to the Herbst Academic Center staff. You may not provide academic information to coaches, other Athletics Department staff, or any individual not associated with the Herbst Academic Center.
- You are expected to uphold a high level of professionalism.
- You may not discriminate against student-athletes for reasons of race, color, age, gender, national origin, or sexual orientation.
- You should treat each student-athlete as an individual by honoring personal differences and understanding the uniqueness of each person.
- You should not let athletic ability or specific team membership influence your work with a student-athlete.

Definition of Proper Conduct

Tutors are expected to abide by all ethical guidelines. As employees of the CU Athletics Department, tutors are also expected to follow any guidelines that are set by the Herbst Academic Center staff. Tutoring is limited to those activities expressly stated and authorized in this manual.

Employee Relationships with Student-Athletes

As a University employee, you are considered an “Institutional Staff Member” by the NCAA. You must always maintain a professional relationship with the people you work with, especially student-athletes. Employees are here to help student-athletes, not pamper them or give them special privileges. Not only are these actions against our policies, they may violate National Collegiate Athletic Association (NCAA) rules. Violations of NCAA and Herbst Academic Center policies are grounds for immediate dismissal.

Treat all student-athletes professionally and courteously. Be on time for appointments. Call the person who scheduled the appointment beforehand if something prevents you from being there as scheduled. Relaxed behavior is fine; however, excessively casual behavior – conducting intensely personal conversations, making personal calls on your cell phone or behavior that distracts from the study hall atmosphere is inappropriate. Avoid horseplay, limit social interactions with student-athletes outside the work environment and, always, be professional.

The “University Policy” on Amorous Relationships Involving Evaluative Authority” provides that an amorous relationship between an employee and a student or between two employees constitutes a conflict of interest when one of the individuals has direct evaluative authority over the other. Therefore, such a relationship is prohibited and the resulting conflict must be resolved by terminating the direct evaluative relationship. The primary responsibility to disclose rests with the person in the evaluative position, the individual with whom the disclosure is made is primarily responsible for requiring that actions be taken to resolve the conflict by terminating the evaluative relationship. More information on the University of Colorado at Boulder (CUAD)’s Amorous Relationship Policy can be found at <https://www.cusys.edu/policies/Personnel/amorel.html>

Athletic Department Policy on Sexual Harassment Policy

The University of Colorado does not condone and will not allow sexual harassment on its campuses or in its athletic programs. Any student, male or female, who engages in sexual harassment can be removed from athletic programs, expelled from the University, and/or prosecuted criminally. Any CU Employee/Institutional Staff Member who engages in sexual harassment will find that behavior grounds for dismissal and possible criminal prosecution.

What is Sexual Harassment?

Sexual harassment is any form of unwelcome sexual advances, requests for sexual favors, and other unwanted verbal or physical conduct of a sexual nature. Sexual harassment can occur when there is no sexual contact. For example, sexual harassment can include using offensive sexual language to others, touching people non-sexually when they do not wish to be touched, exposing people to unwanted nudity, or exposing people to photography.

Sexual assault is a form of sexual harassment. It includes any non-consensual sexual contact, including touching any person’s private parts, vaginal sexual intercourse, oral sex or anal sex. No one can engage in sexual contact with another person unless both parties consent. A party is not capable of consenting if he or she is threatened into performing sexual acts, coerced into performing sexual acts, or is unable to think clearly because he or she is under the influence of drugs or alcohol. Sexual assault is a felony in Colorado.

Avoiding Trouble

The first step away from trouble is to clearly understand that it is not acceptable, under any circumstances, to have sexual contact with anyone who does not consent to that contact. Before the parties can consent to sexual contact with each other, each must understand what the other will accept. “No” means “no” at all times. It is not acceptable to continue a sexual encounter after the other person has indicated that he or she does not wish to proceed further.

The second step away from trouble is to avoid situations which can be misconstrued by others. Such situations include parties where people are playing drinking games or parties where people are becoming intoxicated to the point where they are unable to control themselves or their actions. Engaging in sexual contact with someone who has been drinking can constitute rape if that person’s ability to function is impaired by alcohol or drugs.

The third step away from trouble is not to make any assumptions about anyone based upon how they look, dress, or their reputation. Be respectful of others and follow the Golden Rule: Do unto others as you would have them do unto you.

Procedures

All University of Colorado-Boulder (UCB) employees are required to participate in a discrimination and sexual harassment training. Workshops in English and Spanish and general information about sexual harassment and statistical information are provided by the Office of Discrimination and Harassment. This training session is now accessible online. Proof of attendance is required within 30 days of employment.

If you are a new CU employee, you will need to be issued your CU employee identification number before you can access the course. Contact our Payroll Liaison Emilia Spector at 303-492-6591 or Emilia.Spector@colorado.edu to obtain that information.

To access the online training course:

- Logon to your campus employee CU Connect portal (<https://cuconnect.colorado.edu>)
- Go to the MyCU Links box, click the Training link to access the MyCU portal
- Click the MY.TRAINING tab
- Click, Click here for SkillSoft - CU's Online Learning and also CU's Instructor Led Training
- Click Catalog
- Click CU Courses to view the expandable folder structure
- Click the Human Resources folder
- Click the course title, Discrimination and Harassment - CU Boulder, then [Launch]

Athletic Departmental Policies

Herbst Academic Center Tutoring Policies

- *All tutor sessions will take place in the Herbst Academic Center Study Hall areas. A meeting at a satellite location may only occur with pre-authorization of the Tutor Coordinator Mindy Sclaro. This will be a rare exception.*
- *All tutor sessions will run from one to one and a half hours in length. If a student requests a longer meeting time, please ask them to schedule an additional session.*
- *If you as a tutor are required to cancel or reschedule a tutor appointment, please do so with the person who scheduled the appointment with you. In the case of Tier 1 students (those at greater academic risk) appointments are generally made by the Academic Coordinator. Tier 2 and 3 students may schedule their own tutor appointments directly with the tutor.*
- *If a student-athlete does not show up for a tutor appointment within 15 minutes of the scheduled time, please complete a “No Show” form. Put that 15 minutes on your time sheet and we will pay you for the 15 minutes. You are not required to wait any longer for the student nor will you be paid beyond the fifteen minutes.*
- *Herbst Academic Center policy states that if a student-athlete misses two tutor appointments they are suspended from future tutoring services until a meeting has occurred with the student, Head Coach, Academic Coordinator and Kris Livingston, Director of the Herbst Academic Center. A plan for further support will be created at that time.*
- *Do not engage with Student-Athletes in individual “contracts for pay” for services rendered outside of the scope of your employment with the Athletics Department.*

Reporting of Academic Dishonesty

In addition to the University’s Code of Conduct, the Athletics Department maintains a policy of its own regarding the reporting of academic dishonesty in which a tutor is involved. It states:

Any observations or accusations of suspected academic dishonesty by a tutor employed for student-athletes at the Herbst Academic Center should be reported immediately to an Academic Coordinator or to the Tutor Coordinator. The Coordinator will consult with the Director of the Herbst Academic Center to determine the appropriate course of action (i.e. interviews with the involved parties, no action taken, possible tutor reassignment, termination, report of incident to the Student Judicial Affairs Office). If there is no credible evidence of academic dishonesty, the tutor will retain employment at the Herbst Academic Center. However, on the conclusion that there is credible evidence of academic dishonesty, student employees will be terminated and reported to Student Judicial Affairs. On-call employees will be terminated. Furthermore, instances of academic dishonesty will be reported to the Faculty Athletics Representative.

Any questions regarding these policies or the Student Code of Conduct should be directed to Kris Livingston, Director of the Herbst Academic Center. **Please note: any form of academic dishonesty is a serious matter and will be treated as such by the Herbst Academic Center.**

NCAA Violations

All student-athletes must adhere to National Collegiate Athletic Association (NCAA) regulations in order to participate in athletics at the University of Colorado at Boulder. It is important as a tutor and employee of the Athletics Department to be aware of these rules. Bylaw 16 of the NCAA Constitution concerns “Extra Benefits” as well as Bylaw 10.1 which governs Unethical Conduct. A tutor must never provide a student-athlete with a benefit that is not available to the general student body.

Unethical conduct

ALL institutional staff members are bound to and must abide by the provisions of NCAA Bylaw 10.1 (see handout).

Who is an Institutional Staff Member?

NCAA interpretation- Dec. 13, 2000: An **institutional staff member** is any individual who performs work for the institution or the athletics department, even if the individual is a student at the institution (e.g., student manager, student trainer) and/or does not receive compensation from the institution for performing such services (e.g., volunteer coaches, undergraduate assistant coaches and graduate assistant coaches). This means that as a subject tutor, you are considered by the NCAA to be an institutional staff member.

Extra Benefits

An “extra benefit” is defined by the NCAA as something that the student-athlete receives that is not available to the general public or the student body at large. This rule does not just apply to the student-athlete, as it applies to the student-athlete’s friends and family as well.

Examples of PERMISSIBLE extra benefits:

- Tutoring Expenses (**for both scholarship and walk on student-athletes**)
- Use of Computers & Typewriters for required Academic Course Work
- Course Supplies
- Cost of Required Field Trips (additional restrictions)
- Non-electronic Day Planners
- CHAMPS/Life Skills Program or Equivalent Program
- Use of Copy Machine/Fax Machine & the Internet for Required Academic Course Work only
- Occasional rides or meals (**at home or restaurant**) from institutional staff members, you must complete the proper paperwork and check with the HAC Director prior to the meals

Examples of IMPERMISSIBLE extra benefits:

- Typing papers or other class work at no cost
- Providing reduced-rate typing services
- Completing course work
- Allowing the use of credit cards or long distance phone cards
- Allowing the use of automobiles
- Assisting with paying bills, tickets, etc.
- Paying for a place on a student-athletes complimentary admissions pass list
- **Tutoring prospective student-athletes**
- Providing free or reduced merchandise
- Loans or bond

Definition of Prospective Student Athlete

According to NCAA Bylaw 13.02.11:

A prospective student-athlete is a student who has started classes for the ninth grade. In addition, a student who has not started classes for the ninth grade becomes a prospective student-athlete if the institution provides such an individual (or the individual's relatives or friends) any financial assistance or other benefits that the institution does not provide to a prospective student in general. An individual remains a prospective student-athlete until one of the following occurs (whichever is earlier):

- (a) The individual officially registers and enrolls in a minimum full-time program of studies and attends classes in any term of a four-year collegiate institution's regular academic year (excluding summer);
or
- (b) The individual participates in a regular squad practice or competition at a four-year collegiate institution that occurs before the beginning of any term; or (*Revised: 1/11/89, 1/10/90*)
- (c) The individual officially registers and enrolls and attends classes during the summer prior to initial enrollment. (*Adopted 4/28/05*)

This means that as an Athletics Department Subject Tutor, you may not work with any high school student in grades 9-12 whether they participate in athletics or not. The intent of the rule is to prevent CU Boulder from grooming a prospective student to better perform on admissions assessments.

Tickets

It is **IMPERMISSIBLE** for you to request a student-athlete to give you ANY of his/her complimentary admissions to any CU athletic event. Those are specifically reserved for the student-athlete's friends and family. Even if the student-athlete offers them to you unsolicited, maintain your professionalism and politely decline.

Gambling/Sports Wagering

It is against NCAA rules for ALL institutional staff members to wager money or anything of value on ANY sport that the NCAA sponsors. This applies to ALL levels of competition for that sport.

Therefore, you are not allowed to participate in any of the following if they involve wagering anything of value AND if a prize is available at the end for the winner (e.g. sweepstakes contest, online sports gambling):

- Super Bowl bets
- March Madness pools/brackets
- College football Bowl pools
- Major League Baseball
- Online Fantasy Leagues (if entry fee is required)

The following are examples of events that are permissible to wager on but are officially not encouraged:

- Horse racing
- Texas Hold 'em
- Baby pools

Academic Fraud

The NCAA considers academic fraud the supreme offense an institutional staff member can commit. **DON'T DO IT!** The NCAA does not hold its members to specific guidelines regarding academic fraud. Each school is in charge of maintaining the academic integrity on its own campus. However, since academic integrity is a part of NCAA Bylaw 10.1, it is something that can cost you your job if violated.

Typing papers for student-athletes

Typing papers for student-athletes is not a service the Herbst Academic Center offers to its student-athletes. However, if a student-athlete is injured and unable to type (e.g. shoulder surgery has immobilized a student-athlete's arm) there are entities on campus that offer assistance to disabled students in situations like that. Please see the students' Academic Coordinator should this need arise.



NCAA Division I Manual

10.1 UNETHICAL CONDUCT

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

- (a) Refusal to furnish information relevant to an investigation of a possible violation of an NCAA regulation when requested to do so by the NCAA or the individual's institution;
- (b) Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete;
- (c) Knowing involvement in offering or providing a prospective or an enrolled student-athlete an improper inducement or extra benefit or improper financial aid;
- (d) Knowingly furnishing the NCAA or the individual's institution false or misleading information concerning the individual's involvement in or knowledge of matters relevant to a possible violation of an NCAA regulation;
- (e) Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent or advisor (e.g., "runner")
- (f) Knowing involvement in providing a banned substance or impermissible supplement to student-athletes, or knowingly providing medications to student-athletes contrary to medical licensure, commonly accepted standards of care in sports medicine practice, or state and federal law;
- (g) Failure to provide complete and accurate information to the NCAA or institution's admissions office regarding an individual's academic record (e.g., schools attended, completion of coursework, grades and test scores); *(Adopted: 4/27/06)*
- (h) Fraudulence or misconduct in connection with entrance or placement examinations; or
- (i) Engaging in any athletics competition under an assumed name or with intent to otherwise deceive.

I have read and understand the parameters of NCAA Regulations related to my employment as a tutor, including Bylaw 10.1.

Print Name

Date

Signature

Athletic Director/ or designee

Date

Campus Policies

Academic Integrity

A University's intellectual reputation depends on maintaining the highest standards of intellectual honesty. Commitment to those standards is a responsibility of every student, faculty and staff member at the University of Colorado. Breaches of academic honesty include cheating, plagiarism, and the unauthorized possession of exams, papers, computer programs, or other class materials that have not been formally released by the instructor.

Cheating

Cheating is defined as using unauthorized materials or giving or receiving unauthorized assistance during an examination or other academic exercise.

Examples of cheating include:

- Copying the work of another student during an examination or other academic exercise (including computer programming)
- Permitting another student to copy one's work
- Taking an examination for another student or allowing another student to take one's examination
- Possessing unauthorized notes, study sheets, or other materials during an examination or other academic exercise
- Collaborating with another student during an academic exercise without the instructor's consent, and/or falsifying examination results

Plagiarism

Plagiarism is defined as the use of another's ideas or words without acknowledgement.

Examples of plagiarism include:

- Failing to use quotation marks when quoting from a source
- Failing to document distinctive ideas from a source
- Fabricating or inventing sources, and copying information from computer-based sources, i.e., the Internet.

Unauthorized Possession or Disposition of Academic Materials

Unauthorized possession or disposition of academic materials may include: selling or purchasing examinations or other academic work, taking another student's academic work without permission, possessing examinations or assignments not formally released by an instructor and/or submitting the same paper for multiple classes without advance instructor authorization and approval. The Herbst Academic Center's policy prevents subject tutors from providing copies of old tests to student-athletes. A tutor may use an old test as a study tool in a tutoring session but must retain possession of the test at all times. A student may take notes on the session but photocopying the test is not permitted.

Payroll

In order to be established and paid as an Athletics Department employee, all individuals must see the Payroll Liaison Emilia Spector, Administrative Assistant in the Herbst Academic Center. She can be reached at (303) 492-6591 or at Emilia.Spector@Colorado.edu. She will provide you with detailed information about the employment process.

When establishing yourself as an employee, you need to bring the following information to the Payroll Liaison:

1. Picture identification such as a current driver's license or passport.
2. Your original Social Security Card must be presented to the Payroll Liaison for copy due to Homeland Security rules.
3. A deposit slip or voided check.

You will NOT be paid until all of these documents are received. Each pay period is every two weeks unless you are an established CU employee, in which case you will be paid at the same interval as your other campus department. Time sheets are due every Friday unless you arrange with Payroll Liaison to submit them early Monday morning. The first paycheck will arrive approximately four weeks after beginning work. Each subsequent paycheck will arrive every two weeks. Direct deposit verification slips are found online through CUConnect. A payroll schedule for the semester is available from the Payroll Liaison and on-line at <http://www.cusys.edu/pbs/hrms/ps/calendar.html>. The Herbst Academic Center payroll time interval begins on the 15th of the month.

When completing time sheets please include the following: date, student name or study session name, employee ID, course, location, beginning and end time, total time, and student signature. Please be sure to total your hours for the pay period, sign, and date, before submitting your time sheet to the front desk of the Herbst Academic Center for processing.

For group tutoring sessions, please list all student-athletes present for the session. Tutors are paid by the hour not by the student-athlete.

If you are graduating, you have accepted a Teaching Assistant position that will prevent you from tutoring or if you are no longer interested in tutoring through the Herbst Academic Center, please notify Emilia within 30 days of when you submit your last time sheet.

Full-fees-paying student employees are eligible for a ticket benefit in the Athletics Department. The ticket policy and pertinent forms are located in Appendix C of this manual.

NOTE: Your signed tutor manual confirmation must be submitted to Mindy Sclaro, Tutor Coordinator prior to your establishment in the payroll system, and then again annually. It is a good idea to bring your payroll documentation with you when you submit your tutor contract.

Subject Tutor Feedback Form

Available at: <http://www.cubuffs.com/academics> click on staff and then on feedback forms

This form is to be filled out by subject tutors on the same day of the tutoring session. Please complete the following form after tutoring student-athletes. If the student-athlete did not show for the appointment, do not submit this form. Instead please submit a No-Show Form.

▶ Subject Tutor:

▶ Date:

▶ Appointment Time:

▶ Student-Athlete:

▶ Course(s):

▶ Sport:

▶ Was the student-athlete late? By how many minutes?

Did the student-athlete:

▶ Bring their materials? (books, planner, notes, etc.)

Yes

No

▶ Comments

▶

Is the student-athlete:

▶ Cooperative?

Yes

No

▶ Attentive?

Yes

No

▶ Making progress?

Yes

No

▶ Reading and completing all assignments on time?

Yes

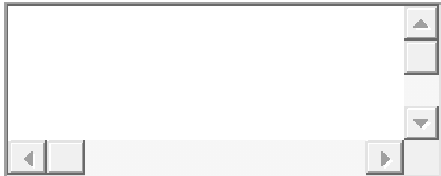
No

▶ Attending ALL classes and/or recitations/labs?

Yes

No

▶ General comments:

A rectangular text input field with a light gray border. On the right side, there is a vertical scroll bar with up and down arrow buttons. At the bottom, there are two horizontal navigation buttons: a left-pointing arrow on the left and a right-pointing arrow on the right.

The Role of a Subject Tutor

Characteristics and Attitudes

- 1) **Facilitator** – not teacher, not lecturer nor editor.
 - A) It is important to remember that you are not an instructor. The tutor and student-athlete should have an academic relationship; the tutor must meet the student-athlete's goals – not the other way around.
 - B) Works with student-athlete. Does not talk at a student-athlete.
 - C) Shows student-athletes steps that lead him/her to make own discoveries and gather information independently.
 - D) Do not do assignments for a student-athlete. **HELP THE STUDENT-ATHLETE ACCEPT RESPONSIBILITY FOR HIS/HER OWN LEARNING.** Can say “no” to such a request without worrying about popularity.
 - E) Furnish examples of concepts and practice materials without providing examples that a student can copy directly into their own work.

- 2) **Patient** – with slow learners.
 - A) Able to move slowly in small, manageable units to help learn concepts and skills.
 - B) Willing to go over materials several times.

- 3) **Models Appropriate Boundaries and Behaviors** – personally, professionally and with regard to academic integrity at all times.

- 4) **Sense of Humility** – helps for “right reasons”.
 - A) Relates as equals, not a superior.
 - B) Knows self and limitations.
 - C) Can admit to not knowing.
 - D) Willing to seek help. Recognizes student-athlete’s areas of excellence and show honest appreciation (encourager).

- 5) **Good Listener** – builds rapport.
 - A) Finds out student-athlete’s concerns and goals.
 - B) Exchanges bit of personal background with student to help establish “common ground”.
 - C) Give constant feedback during session based on listening to what the student-athlete says or answers he/she gives.

- 6) **Responsive** – actions and words communicate clearly.
 - A) Uses accepting tone of voice or body language to show genuine concern for student-athlete’s academic problems and needs.
 - B) Has empathy for student-athlete and creates a comfortable session. Does not make student-athlete feel self-conscious or “dumb”.
 - C) Is careful that action and words intended to reassure the student-athlete to accomplish the goal.

- 7) **Flexible** – takes things in stride.
 - A) Plan sessions, but can adjust to meet student-athlete’s special requests or interpretations.
 - B) Can change pace of work with student-athlete as needed.

- 8) **Trustworthy** – maintains professional attitude toward student-athlete.
A) Keeps personal and academic information about student-athlete confidential.
- 9) **Utilizes Supervisor** – knows when to request help or feedback.
A) Consults supervisor when aware that student-athlete’s “problems” are not academic. Does not attempt to act as a counselor for personal problems.
B) Seeks help when plans or methods are not helping a student-athlete.
C) Asks for guidance if a personality conflict develops between tutor and student-athlete.
- 10) **Realistic** – does not have unreasonable expectations.
A) Does not punish self if student-athlete fails course after tutor has given best effort to session.

Herbst Academic Center **Policies for Reviewing Written Work**

** Do not alter the student's voice – this is a violation of NCAA rules. **

The tutor's primary objective is to help a student become a better writer by the end of the semester, not to produce a perfect paper by the end of the tutoring session.

Revising work – content such as ideas, phrasing, organization

Reviewing work – mechanical issues such as grammar, spelling, formatting

The tutor should:

- **Not accept an emailed copy of the work.** The student should provide you with a hardcopy of the paper. Tutors may not respond with corrections via email.
- **NEVER write on a student's paper.** The student should make corrections on his/her draft copy.
- **Not accept a paper dropped off for review.** Revision takes place in an active session between the tutor and the student. The student must be physically present and actively engaged.
- **Engage the student when proofreading.** Student MUST be present during proofing of paper. Have student read the paper aloud or read it to the student.
- **Never rewrite sentences for students.** Never edit, alter, refine or correct. Help the student see where writing may be improved.
- **NEVER sit at the keyboard.** Only the student should work on the computer, writing a paper. The student must type/write their own paper without a tutor present.
- **Teach the student.** Improve the individual writer, not the individual writing.

Tutoring Strategies

1. **Tackling an Assignment:** Can include brainstorming, **outlining**, mind mapping, diagramming and breaking down assignment into components. It is appropriate to show a student-athlete how to do this but it is also important to have the student-athlete do as much writing as possible.
2. **Editing Papers:** The student must be present when you are editing a paper. This helps the student-athlete to be active in their learning process and helps prevent “over-editing.” A good way to engage the student-athlete in the process is to read the piece back to them and partner on the corrections. Never type corrections for a student-athlete or edit electronically.
3. **Quizzing:** Ask questions that make the student-athletes think about what they know and what they do not know. If the student-athletes are not looking at the material, can they remember and apply it?
4. **Questioning Techniques:** Ask open-ended questions, which require more than yes/no answers.
 - Probing – ex. How does this concept relate to ...?
In what ways does ... differ from ...?
Give an example of ...?
 - Redirecting – Instead of answering a question directly, steer the student-athlete to search for answers in the text, lecture notes or other appropriate sources.
5. **Organizing Materials:** Help student-athletes condense materials into charts, graphs, lists or on note cards. This is an example of active learning and will serve to help student-athletes see relationships, similarities and differences.
6. **Predicting Test Questions:** Have student-athletes go through class material in an effort to identify major topics that will most likely appear on the exam. Have them formulate the appropriate types of questions (objective, essay) from the material. The cognitive processes involved will assist them in learning the material.

Tutoring Strategies Do's and Don'ts

Don't:

- Lecture
- Belittle or make students feel unintelligent
- Criticize professors grading or teaching methods
- Violate confidentiality
- Assume roles you are not qualified for
- Write student-athletes papers or complete homework problem solutions
- Do student-athletes on-line assignments
- Provide old tests
- Accept or view any assignments a student's sends to you via email
- Make corrections to any assignments electronically
- Give rides or other extra benefits

Do:

- Show interest and provide encouragement
- Model behaviors you would like your student-athlete to practice (on time, be prepared, be organized, have a plan).
- Make students aware of resources available to them.
- Teach student-athletes how to correct their own papers.
- Build a relationship.
- Check-in with the student-athletes academic coordinator with questions, concerns or red flags.

What the first session should cover:

- Tell the student a little about yourself
- Ask the student a little about themselves
- Trade contact information
- Make a copy of the course syllabus
- Find out what tutoring styles and strategies work best for them (visual, auditory, tactile, multiple).
- Make your expectations of the student-athlete clear as far as what they are to do before the next meeting.

Herbst Academic Center for Student-Athletes Policies for Supporting Students in Online Courses

The goal of a subject tutor is to facilitate a student's learning of the concepts and methods required to tackle course assessments themselves. It is never appropriate to do any work for students, regardless of how innocuous the effort may seem. Supporting students who are taking online coursework requires adherence to the same academic expectations as support for traditional classes.

First, review all of the online course materials with the student in the first session including the course overview, syllabus, commentary and assignments with an eye on what they are allowed to receive support on and what is prohibited. Please contact the student's Academic Coordinator or the Tutor Coordinator if it is unclear if a student may receive tutoring assistance with an assignment.

Policies for Supporting Written Work

- Be non-directive in your comments or questions so that the student has to actively identify what needs to be addressed in their writing. Be Socratic about the assignment guidelines, the corresponding reading, organization, etc.
- Model thesis statements and topic sentences but do not create them for the student.
- Structural larger order issues may take precedence to lower order issues depending upon the experience level of the writer. Pick one or two things to focus on during a session so that the student can become aware of writing patterns that need correcting.
- Do not accept an emailed copy work under any circumstances. Tutors may not respond with corrections via email.
- Do not write on a student's paper. The student should be physically making corrections on his/her draft copy of the piece of writing.
- Do not accept a paper dropped off for review. Revision takes place in an active session between the tutor and the student. The student must be physically present and actively engaged.
- Do not sit at the keyboard. Only the student should work on the computer, writing an outline or a paper.

Online/Take Home Essays

- Be absolutely positive of the guidelines for appropriate support as directed by the instructor. Always assume that no help is allowed unless it is confirmed otherwise.
- Do not instruct with content, focus on grammar, and structural issues for writing assessments.

Solution Based Courses (Math, Science, etc.)

- No assistance is permitted for online tests or quizzes.
- Be sure that you are not providing the solution for the student in any manner that they can submit it as their own.
- Direct the student to errors without doing specific corrections for the student.
- Creating practice problems for students is acceptable as long as they do not come from or were advised by unreleased previous exam questions by that instructor.

Best Practices for Working with Learning Disabled/At Risk Student-Athletes

Each Tier 1 student-athlete will have a schedule planner. When that student meets with their Academic Mentor, they will write all their homework and important dates in it (some teachers only announce homework in class or on CU Learn so make sure you ask your student to confirm). Please ask the student to show you their “to do list” that is in their planner. Academic Mentor may have created specific objectives for you to work on with the Student-Athlete which you may find in the planner.

- Many of these students excel when their session is laid out in the beginning (Today we will do A, B, and C). This helps them see an end point and not get frustrated or bored as easily.
- If your student seems distracted they may need a quiet environment, so when tutoring, make sure there aren't loud distractions and relocate to another area if distractions become a problem. Often, the Varsity Room and C Club are available for your use.
- Don't assume that if you explain something the student has comprehended it. Ask if they understood, and if they say “yes”, make sure that the student actually understands. Make them teach it back to you. These students are aware of their disability and are embarrassed to tell you that they don't understand a concept or a vocabulary word.
- Don't assume they have all the background knowledge necessary for the work. Observe their work early on and inform them of mistakes that can stem from this lack of knowledge. A physics student may not know the meanings of certain symbols in a problem or terms.
- If you get the sense that your student is not being truthful with you about assignments, make sure you let their Academic Coordinator know so that they can make sure the student's work is actually getting done and their grade is not being affected.
- If your student continues to struggle, please contact their Coordinator immediately so that the problem can be addressed and possible solutions can be discussed.
- If a student tells you that they do not have anything to do:
 - Check the objectives that have been created by their mentor in their schedule planner
 - Review notes
 - Get ahead by previewing material for the next lecture
- If you are in a “he said/she said” situation, bring that student to the person (Academic Coordinator, Learning Specialist, etc.) for clarification. If they are not available, use your own professional judgment and include that information in your tutor report.

Strategies for Working with Learning Disabled/At Risk Student-Athletes

Students who have a learning disability often have processing issues. In addition, a student may come in whose skills, knowledge and motivation are significantly below those of the typical college student. It is important to note that a student may have a weakness in one of these areas, but are competent in others. The Learning Specialist will have specific information on each student, and can direct you in how and when to apply these strategies to benefit that particular student.

Definition of Under-Preparedness/Distress:

- A student whose skills, knowledge, and motivation are significantly below those of the “typical” student in college or program in which s/he is enrolled.
- Students may be underprepared in one or more areas and competent in others.

Strategies:

Input: Auditory Processing

- Some students may experience difficulty integrating information presented orally, so they may not be able to follow the logic and organization of a lecture.
 - Outline class presentations and write new terms and key points on a white board.
 - Repeat and summarize segments of each presentation and review its entirety.
 - Help a student create a written copy of major points, models, outlines, etc.
 - Paraphrase and give specific examples, personal experiences, and other visual tools such as charts and graphs.

Input: Visual Processing

- Reading may be slow and deliberate and comprehension may be difficult, particularly when dealing with large quantities of material. For such a student, comprehension and speed are expedited dramatically with the addition of auditory input.
 - Help a student create or locate chapter outlines or study guides that cue them to the key points in their readings.
 - Read aloud material that was written on the board or that is given in handouts or Power Point slides.
 - Ask the Student
 - What are your needs?
 - Who can help you meet your needs?
 - How can you help yourself to ask for what you need?

Ticket Instructions for Paid Student Employees

Please be aware that there are a limited number of tickets and they are available on a first-come, first-served basis.

You are eligible to purchase 2 discounted tickets to each football, men's basketball, and women's basketball. Football tickets will be available for \$10 per ticket. Basketball tickets will be available for \$5 per ticket.

****See Special Instructions at the bottom for information on the CU/CSU football game held at INVESCO Field in Denver.**

Sign up period:

Football: 7am Monday morning on the week of the game until Thursday 11pm

Basketball and Volleyball: 7am 5 business days prior to event until 1 business day before at 11pm.

No tickets will be issued on the day of the event. Tickets will be available until the cut-off date OR while supplies last!!!

1. Go to www.cubuffs.com
2. Click on Ticket tab
3. Scroll down to "Order Tickets Online"
4. On the left menu, click on "Sign in"
 - a. If this is your first time logging into your student account on this website, click "Link your Account" and use your **student ID** number and PIN of 7777 to register your account
 - b. If you have already linked your student account, use your student ID number or student e-mail and the password you previously set up.
 - c. Public accounts will not work for this process.
5. Select "Buy Tickets"
6. Select "Athletic Student Staff Only"
7. Choose the sport and event
8. You must select "Print at Home" as your delivery method

Once you check out, you are responsible for printing your tickets. Any attempt to access more than 2 guest tickets or any other fraud by you or your guests will result in suspension from this program for the remainder of the 2011-2012 athletic events.

****CU/CSU @ INVESCO Information:** Tickets will be available online on *September 12th at 7am*. Follow instructions above to log in and claim tickets. CSU tickets WILL NOT be issued as Print at Home tickets. The hard tickets will be available in Will Call at the Ticket Office on Wednesday, September 14th. You will need your ID to pick up tickets. The Ticket Office hours are 8:30am-4:30pm. If you cannot pick them up before Friday at 4:30pm, then they will be

available at the Will Call in Denver at INVESCO Field on the day of the game. Tickets must be picked up with an ID by the student that purchased them. NO EXCEPTIONS!!

STUDENT STAFF GUEST TICKET POLICY

Individuals eligible to register for student staff guest tickets are cheerleaders, dancers, managers, Ralphie handlers, and athletic department student staff (subject tutors).

IMPORTANT:

All student staff guest tickets will be ordered online. All tickets will be issued as Print-at-home tickets that the students can print from their e-mail or forward to their guests. ***See special instructions on the Student Staff Guest Ticket Policy regarding the CU/CSU game.**

Please read the policy carefully, as it will be different for "volunteer" student workers and paid student employees.

Sign up period:

Football: 7am Monday morning on the week of the game until Thursday 11pm

Basketball and Volleyball: 7am 5 business days prior to event until 1 business day before at 11pm.

No tickets will be issued on the day of the event.

There are a limited number of tickets available. Please encourage your students to go online early as we do frequently run out of tickets.

Volunteer Workers:

Volunteer workers are *eligible* to receive 2 complimentary guest tickets. We will monitor that complimentary tickets are used. **If a student's complimentary guest tickets are not used, they will not be eligible for complimentary tickets for the remainder of the 11-12 season.** They will be allowed to purchase discounted guest tickets, but complimentary tickets will not be offered to students if their guests do not use them.

Paid Student Employees:

Paid student employees are *eligible* to receive 2 discounted tickets.

WARNING:

Any attempt to access more than 2 tickets to any event or other fraud by any student or their guests will result in suspension from this privilege for the remainder of the 2011-2012 athletic season.

* **CU/CSU INVESCO** tickets will be issued as a hard ticket. Pick-up will be at the Ticket Office (between gates 4 and 5) on Wednesday, September 14th through Friday, September 16th. **Tickets for student staff will NOT be available on game day.** Students may only use ticket for their admission. Any "sit with" requests for guests must be made by all parties at the time of ticket pick-up. All parties must be present with BuffOne card to claim their ticket.

Subject Tutor Employment Contract

_____ will work as an employee for the Herbst Academic Center to tutor student-athletes beginning _____.

Terms of Employment:

- _____ Confidentiality is mandatory. Tutors may have access to information helpful to the success of both tutor and student-athletes. All tutors will maintain confidentiality of this information. This includes knowledge of learning disabilities.
- _____ I will abide by the Ethical Guidelines, Proper and Professional Conduct, Campus Policies, and other requirements as stated in this manual.
- _____ Tutors meet with student-athletes at the Herbst Academic Center within Dal Ward, unless otherwise authorized in advance by the Tutor Coordinator.
- _____ Tutors must record time spent with student-athletes accurately on payroll time sheets. You must indicate with student-athlete(s) you tutored and for which subjects.
- _____ Tutors must notify the HAC Director if they learn of any violation of the University of Colorado Honor Code or academic conduct code.
- _____ Tutors are **required** to complete a Tutor Feedback Form after each tutoring session which is available at http://www.cubuffs.com/ViewArticle.dbml?&DB_OEM_ID=600&ATCLID=1549258. Tutors are required to complete a No Show Form if the student does not arrive within 15 minutes of scheduled meeting time.
- _____ Tutors are required to follow guidelines set by the NCAA and Pac-12 (including, but not limited to 'extra benefits') and academic honesty.
- _____ Tutors must attend Sexual Harassment Training session provided by the Office of Discrimination and Harassment (<http://www.colorado.edu/odh/training.html#training>) within 30 days of employment.
- _____ I will contact the student-athlete and the Tutor Coordinator in case the need to cancel a session should occur.
- _____ I will bring questions that arise to the Tutor Coordinator or HAC Director for clarification throughout my employment here.

I, _____, have received the tutorial manual. By signing this, I am aware of and will adhere to the policies set forth by the Herbst Academic Center and the University of Colorado at Boulder Athletics Department.

Tutor Signature

Date

Tutor Coordinator Signature

Date