

MENTOR MANUAL

University of Notre Dame

Academic Services for Student-Athletes
109 James and Leah Rae Morse Center for
Academic Services
(574) 631-5585

Mentor Manual

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Part I. INTRODUCTION / GOALS

Academic Services for Student-Athletes

Welcome to Academic Services for Student-Athletes. As a mentor, you are an important part of the services provided by this office.

The goal of Academic Services for Student-Athletes is to support all student-athletes, challenging each to maximize his or her academic potential. To achieve this goal the office provides, among other services, academic counseling, grade monitoring, as well as tutor and mentor assistance.

The Mentor Program

The mentor program is run by the Tutor Coordinator and aims to provide support in both specific content areas and general study skills. The goal of the program is to help the student develop a sound approach to his or her studies and advance beyond the need for similar assistance in the future semester.

Mentoring sessions are a supplement to attending class, meeting with professors, taking good notes, and preparing properly for essays and examinations.

BECAUSE IT IS SUCH AN IMPORTANT ROLE, IT IS ASKED THAT YOU COMMIT TO THE PROGRAM FROM THE INCEPTION OF THE MENTOR ASSIGNMENT THROUGH THE END OF THE SEMESTER.

This handbook is designed to help you work with the student-athlete in an effective and professional manner, and to develop teaching methods that will most benefit the student.

Tutor Coordinator Hours & Location

Amanda Hall
Coleman Morse Center, Room 109
Phone: (574) 631-1723
Email: ahall2@nd.edu

Coleman-Morse Academic Center Hours & Location

8:00 AM – Midnight, Monday – Thursday
8:00 AM - 5:00 PM, Friday
12:00 PM – 6:00 PM, Saturday
12:00 PM – Midnight, Sunday

DeBartolo Hall Hours & Location

7:00 PM – 11:00 PM, Monday – Thursday
3:00 PM – 11:00 PM, Sunday

There will be a monitor located in one of the reserved rooms. You must sign in/out with the monitor for payroll purposes! The monitor can then direct you to an available classroom.

During finals, these hours are generally extended; you will be notified of any changes.

Part II. MENTOR QUALIFICATIONS AND RESTRICTIONS

The primary role of the mentor is to help the student-athlete develop effective time-management skills and productive study habits. Additionally, the mentor serves as a general tutor for the student-athlete by providing course-specific assistance when necessary. The mentor must be in good academic standing and have demonstrated successful study habits and time-management skills.

A mentor must:

- Maintain academic integrity at all times
- Be able to communicate clearly
- Exhibit the sensitivity and patience to discover the point at which the student has failed to grasp the material
- Discover a way to discuss the material so that it is clear to the student-athlete
- Treat the student-athlete he or she mentors with professional respect and courtesy
- Come prepared to each session with appropriate objectives and strategies in mind
- Help the student-athlete set academic goals for the semester
- Honor confidentiality
- Complete session reports immediately following the mentoring session

The ability to listen carefully and then communicate with your peers is essential for effective mentoring. Mentors must be punctual and prepared for all sessions.

It is up to the mentor to conduct the session, be in charge, and set a productive and efficient tone.

Academic Services for Student-Athletes will not hire a mentor who feels superior to the student-athlete he or she is working with, or anyone who looks down upon student-athletes in general. Nor are we interested in hiring fans, or those interested in meeting high-profile athletes and discussing sports. This type of behavior does not help the student-athlete and is unacceptable.

Academic integrity is obviously of the utmost importance. What constitutes plagiarism is discussed in some detail in this handbook, and even more explicitly in the *University Code of Honor*. **All mentors are expected to read and have complete understanding of both documents.** If there are any questions please contact the Tutor Coordinator. Other important aspects of mentor behavior are discussed in the section of this manual dealing with professionalism.

RESTRICTIONS:

A mentor who holds another position with the University that has a direct influence or special access to a specific course (i.e. Teaching Assistant, grader, or other position relating to academics), may NOT work with a student-athlete enrolled in that course.

A mentor may not complete any of the student-athletes' work, nor may they provide writing assistance in any subject (all writing assistance is provided through the University Writing Center).

The mentor's role is **NOT** to advise the student-athlete on dropping a course or suggesting what courses to take in upcoming semesters.

Part III. METHODS & STRATEGIES

Study Skills & Organization

The primary goal of the mentor program is to **teach the student-athlete those skills he or she needs in order to attain complete academic independence.** In the beginning of the semester, be sure to go through each syllabus with the student-athlete and help them develop an academic plan. **This must involve recording all major assignments on the academic calendar provided by the student-athlete's academic counselor.** Encourage them to visit with professors during office hours to introduce themselves and ask about anything on the syllabus that is unclear. The mentor should help the student-athlete understand how to study the material under discussion, including how to take reading and lecture notes in a particular field, how to organize and research material for essays, and how to effectively study for tests and quizzes. Because the lack of time is a factor for student-athletes, help with time management is essential. Helping the student make a schedule and find pockets of time to study during a busy day is important.

Preparation

You must be prepared to come to every session with the objectives and strategies you wish to convey. Have a tentative plan of what you want to accomplish in each session. You have every reason to expect that the student-athlete will come to the session prepared, with all relevant texts and papers and having worked through as much of the material as possible. (It is important that you let the Tutor Coordinator know if this is not the case). The students have the right to expect that you will be prepared as well.

Designate a block of time each week to go over what tests, appointments and assignments are scheduled for that week. Be sure to create an action plan for the week and be prepared to hold the student-athlete accountable if they are not following the goals that you both have set.

Rapport

Begin mentoring a new student-athlete by trying to get to know him or her for a few minutes. Your effectiveness as a mentor will depend largely upon your ability to develop a good working rapport with the student-athlete, to make him or her feel comfortable with you and to trust and have confidence in you. Before the student-athlete will reveal academic weakness or accept correction from you, he/she needs to know that you respect and have an authentic interest in their academic progress. Avoid discussion of the student-athlete's sport and do not discuss other athletes. It is important that the student-athlete understand that you respect him or her as a student and a well-rounded person, not because he or she is an athlete. At the start of each new mentor/student relationship, concentrate on establishing a strong rapport and mutual respect.

Listening

Listen carefully to the student-athlete you are working with. It is important to discover where he or she is running into problems academically. You can only discover this by listening carefully to what the student tells you about his or her difficulties. Do not assume beforehand that you know what the student-athlete needs. Ask the student-athlete to tell you where he

or she needs support, and proceed from that point.

Involving the Student

Involve the student-athlete actively in the session by establishing early on what you both wish to accomplish in that session.

Patience

A student-athlete may be uncomfortable in a situation where their academic capabilities will be visible. It is important that you help the student-athlete develop confidence in his or her academic abilities. Learn to rephrase a difficult question instead of simply supplying the answer. This method of question, answer, and example can be particularly helpful to you as you try to determine what specific areas the student finds most difficult. Never give up on a student's ability to learn. You need to meet the student-athlete where they are educationally and help them grow academically.

Grades

Evaluate each student-athlete's work in terms of the progress which he or she has made with you in the session rather than in terms of a course grade. Avoid guessing what kind of grade the student may receive on a specific assignment or test. Students may not receive the grade you think they deserve, and if they do not, they may lose confidence in your ability to judge the work.

In addition, the students may use your opinion as a lever to try to win a higher grade from the professor. As far as possible, simply avoid guessing what grade the student may receive. Part of the value of your role is that you are removed from the entire process and thus from the negative feelings which grading can often evoke.

Goal Setting

Be as sensitive as possible to any insecurity expressed by the student-athlete. Set limited goals with each student, for such goals will help you to monitor and honestly commend signs of improvement. Avoid long-range goals, which may be frustrating for the weak student and concentrate instead on high but realistic short-term goals so that you can genuinely encourage and compliment the student's progress throughout the semester. Always comment on strengths as well as weaknesses in any work the student shows you.

Professors

Avoid trying to interpret an assignment when a student has come to you without the necessary information about what he or she is supposed to do. Encourage the student-athlete to seek out the professor for clarification on the assignment. In fact, students should be instructed to approach their professors with any questions they have. As mentioned before, avoid criticizing any assignment, course, professor or coach. Your role is to help the student-athlete through the course with a maximum amount of learning. To do so, you must help the student-athlete whenever possible to understand the professor's point of view. The mentor should not contact a professor under any circumstances.

Progress

As you work with a student-athlete, keep in mind that success begets success. Part of your role as a mentor is to help the student-athlete set goals, make plans to achieve those goals, and review and make modifications to those goals as the semester progresses.

Keep in mind that your first session with the student-athlete should be noticeably different than a session at the midterm or at the end of the semester.

Ask the student-athlete about how they plan to study for the exams in each course. Are the tests mostly over the material covered in the notes, the textbook, or a combination of the two? In the beginning of the semester, help them to develop good study habits. Ask them how the instructor

lectures. Are there notes online that can be printed off before class? Are there other aids for the course?

As the semester continues to progress, the mentor may need to re-evaluate how the student-athlete is approaching the course. What changes need to be made to your original study strategy? At this point it is a good idea to evaluate where the student is in the course based on grades received and how much weight those assignments carry towards their final grade.

Part IV. MENTOR GUIDELINES

The Mentoring Process

Mentoring assistance is provided for student-athletes at their request and/or the advice of their academic counselor. Student-athletes who wish to have a mentor must meet with their academic counselor. At that point, a mentor request form will be completed and given to the Tutor Coordinator. Mentors are NOT allowed to work with student-athlete's who have not been assigned to them specifically unless cleared with the Tutor Coordinator.

Mentoring sessions are usually scheduled for the semester on a regular basis, often two to three times per week. This will be arranged among the student-athlete, the student-athlete's academic counselor, and the mentor. Please be prepared to work with the student-athlete on a regular basis for roughly two hours per session.

Planning an On-Call Session

Some sessions may be arranged on an on-call basis if the student-athlete feels they may need to meet at a time other than what is normally scheduled. Arranging sites for on-call mentoring other than the Coleman-Morse Study Center or DeBartolo Hall (during the scheduled times), such as the library or the computer clusters, *must* be PRE-approved by the Tutor Coordinator on a session-by-session basis. **If this is not done the mentor will not be paid.** Dormitory rooms and other private residences are NEVER considered acceptable locations for tutoring/mentoring sessions.

Reporting a Mentoring Session

Immediately following the session, the mentor must input the pertinent information from that session into the Tutor Information Database. This database can be found on designated computers in the Coleman Morse Academic Center or the monitor's computer in 129 DeBartolo. This is to be done before leaving the Academic Center or DeBartolo. This is a **"condition of employment"** and **the mentor will not be paid for the session without doing so.** This includes the date and time of the next mentor session, unless on-call and unknown. This database serves as the mentor's time card. The session report must also be completed when a student-athlete is a "no show".

If you are unable to use the computers to report a session, please send an email to the tutor coordinator. **On page 11 of this manual you will find a copy of the information that should be included in this email.** Session reports must be emailed immediately following the session. **Session reports received after the date of tutoring will not be accepted and the tutor will not be paid!**

Please pay particular attention to the comments section of the session report. These comments regarding the session provide important information to the academic counselors, and you are required to thoroughly complete this section.

The counselors will use discretion when discussing this information and the student-athlete will not be aware that the information came from the mentor. Your assistance in the early identification of problems is critical in order to avoid big problems that could result when small problems go unnoticed and/or uncorrected.

Parking for Off-Campus Tutors

Please **do not** park in the reserved spaces by the building. All normal University parking regulations apply.

Pay Schedule

Mentors will be paid every two weeks. It is mandated by the University of Notre Dame that all employees use direct deposit for payment. You may set up direct deposit with any bank or credit union, be it local or in your hometown. Please make sure you are properly signed up for this procedure through the Payroll Department. See the Tutor Coordinator for all employment paperwork and any questions.

Books and Materials

Academic Services will provide books and materials for Tutors and Mentors. Simply ask the Tutor Coordinator for a *Book Request Form* for the texts and materials needed. All texts must be returned either at the end of the semester or at the end of the academic year to the Tutor Coordinator's office.

NCAA Guidelines for Mentors

In addition to the guidelines regarding the University Code of Honor, mentors must also follow these specific guidelines listed below. These guidelines have been enforced by the NCAA.

- A mentor cannot work with someone they are dating or have ever dated.
- A mentor cannot work with a roommate or suitemate.
- A mentor cannot work with someone with whom they have a "pre-existing social relationship." This is defined as a friendship which includes exchanged gifts or meals.
- A mentor cannot accept a gift of any kind from a student-athlete they are working with: no meals, no drinks, no money, no complimentary tickets to any ND sporting event, no material items (e.g., flowers, candy, clothing, jewelry, books, gift cards, etc.).
- A mentor cannot give a gift of any kind to a student they are working with (they may not even buy them a cup of coffee or a soda).

- A mentor cannot give a student-athlete they are working with a ride outside of a 30-mile radius of campus.
- A mentor cannot gamble on athletics. They cannot place or accept bets, nor can they give information to a bookie.

Additional Mentor Guidelines and Expectations

- The mentor should arrive ten minutes early to all sessions. Arriving early allows the mentor to set the tone of that session, review any material that may be pertinent to that session, and to make a note of what needs to be accomplished.
- The mentor should wait no longer than 30 minutes for the student to arrive.
- The mentor should attempt to reach the student if they are 10 minutes late.
- The mentor will be paid for the 30 minutes of time spent waiting when the session report is completed.
- The mentor must notify the student-athlete in a timely manner if he/she must cancel their meeting.

Part V. PROFESSIONALISM

Conduct

Mentors must conduct themselves in a professional manner in all aspects of their relationship with the student-athlete. As a mentor, you have been hired to provide a service. Everything concerning your dress and conduct should reflect that you are an employee of Academic Services for Student-Athletes. In this capacity, it is important that you never criticize (directly or indirectly) an assignment, a course, a professor or a coach. Also, as mentioned previously, mentors must be on time and well prepared for all scheduled sessions.

Confidentiality

Confidentiality is one of the most important aspects of your relationship with the student-athlete. Mutual respect and trust are at the heart of any mentoring relationship. If your students feel that they can trust you, they are more likely to cooperate fully and learn from you. Therefore, you must be particularly careful not to discuss the student-athletes you are working with (either their academic progress or their personal lives). Even the most harmless remark about a student-athlete to another student-athlete, a friend, or a family member may be perceived as a form of invasion of the student-athlete's privacy and betrayal of trust. Any lapse in confidentiality will be viewed by this office as grounds for dismissal.

Academic Integrity

Academic integrity is essential in a mentoring relationship. Never do any work for the student. If you are ever asked to do more than help the student understand the work, you must make it clear that you cannot and will not do

so. Any conversation of this nature should be reported to the Tutor Coordinator. Regarding writing assistance, to avoid any confusion concerning what is acceptable and appropriate, ALL writing help is to be provided exclusively through the University Writing Center, NEVER by ASSA tutors and mentors.

University Code of Honor & NCAA Regulations

Any inappropriate help given to a student-athlete is considered a serious violation of both our office policies and the University Code of Honor. As an employee working with student-athletes, you are also subject to NCAA regulations. Such a violation could have very serious repercussions from our office and from the University for both the mentor and the student-athlete. Any violation involving inappropriate help could result in immediate dismissal and could result in the mentor's appearance before the Honor Code committee. As a mentor, you hold a position of trust, and your integrity must be above reproach and serve as an example for the student-athlete.

Professionalism and Relationships

If your relationship with the student-athlete begins to extend beyond the scope of a traditional tutoring/mentoring bond, you must inform the Tutor Coordinator immediately. You will then be re-assigned to work with a different student-athlete for the duration of the semester. It is inappropriate and unacceptable to be working with someone with whom you have a relationship that goes beyond what is expected as an employee of Academic Services for Student Athletes.

Conclusion

As a mentor, you are a valuable resource for student-athletes and for Academic Services for Student-Athletes. This manual has been designed to answer frequently asked questions and discuss policies and procedures regarding the mentoring program. It is important that you continue to ask questions and secure answers. Your comments and suggestions are always welcome.

Part VI. SESSION REPORTS

Session Reports

If for any reason the mentor is unable to complete the session report immediately following the mentoring session, the following information should be included in an email to the Tutor Coordinator (ahall2@nd.edu):

Mentor's Name:

Password:

Date:

Time:

Location:

Student-Athlete's Name:

Was the student on time?

How well does the student understand the material?

Was the student prepared?

Comments about the session:

Date/Time/Location of Next Meeting or On Call?

Session Report Examples

Example 1:

Name: John Smith

Password: smith21

Date: 11/12/07

Time: 7:30 pm – 9:30pm

Location: 136 DeBartolo

Student Name: Jane Doe

Was the student on time? Yes

How well does the student understand the material? Jane has an excellent understanding of the material.

Was the student prepared? Yes

Comments about the session: Jane spent the beginning of our session organizing her notes and outlining for a project that is due in two weeks. We went over planning a timeline to help her accomplish this project gradually, as to ensure she does not become overwhelmed when closer to the due date. We then talked about possible sources for an anthropology paper that is coming up, and Jane spent the remainder of the time studying for a quiz.

Date/Time/Location of Next Meeting or On Call? 11/23/04 5:30 pm at CoMo

Part VII. MENTOR PERFORMANCE EVALUATION

** Please note: This form can be found and submitted online at www.nd.edu/~assa/form.*

Student-Athlete's Name: _____

Sport: _____

Mentor's Name: _____

of Sessions: _____

	Needs Significant Improvement	Needs Some Improvement	Satisfactory	Very Good	Exceptional
Teaching of time management and test skills	1	2	3	4	5
Level of preparation for each session	1	2	3	4	5
Variety of teaching techniques	1	2	3	4	5
Ability to answer questions	1	2	3	4	5
Ability to prepare you to work independently	1	2	3	4	5
Patience	1	2	3	4	5
Ability to teach at your level of understanding	1	2	3	4	5
Availability/flexibility to meet with you	1	2	3	4	5
Conduct & Respect	1	2	3	4	5
Ability to communicate effectively	1	2	3	4	5
Overall effectiveness of mentoring	1	2	3	4	5

Do you have any specific needs or concerns that are not being met?

Would you recommend this mentor to others?

Would you like to work with this mentor in the future, if necessary?

Do you feel there are ways in which mentoring services can be improved?

Other comments and suggestions:

Part VIII. PROGRAM EVALUATION

** Please note: This form can be found and submitted online at www.nd.edu/~assa/form.*

Position: _____

Date: _____

The following questions address your experiences with the tutor coordinator and mentoring program.

	Needs Significant Improvement	Needs Some Improvement	Satisfactory	Very Good	Exceptional
Tutor coordinator's timeliness in responding to calls/emails	1	2	3	4	5
Tutor coordinator's conduct & respect towards employees	1	2	3	4	5
Tutor coordinator's ability to answer your questions	1	2	3	4	5
Tutor coordinator's ability to prepare you to work in Academic Services for Student-Athletes	1	2	3	4	5
Experience with session reporting/computer system	1	2	3	4	5
Atmosphere (learning conducive? comfortable? quiet?)	1	2	3	4	5
Effectiveness of the tutor manual	1	2	3	4	5
Effectiveness of orientation sessions	1	2	3	4	5
Overall professionalism of the tutor coordinator	1	2	3	4	5
Overall impression of the program	1	2	3	4	5

What can the tutor coordinator do to assist you in becoming a better mentor?

What areas of the mentoring program do you think work best?

Are there ways in which mentoring services can be improved?

Any additional comments or concerns:

**Please retain for your records.*

**Academic Services for Student-Athletes
University of Notre Dame**

If you have any questions regarding NCAA regulations, ask an Academic Services for Student-Athletes employee or member of the University of Notre Dame Compliance staff before doing something that may jeopardize a student-athlete's eligibility to participate in intercollegiate athletics. By signing below you are verifying that you have read and understand the mentor manual and will adhere to these guidelines.

Name (print): _____ Date: _____

Name (sign): _____

**Please retain for your records.*

**Academic Services for Student Athletes
NCAA Rules and Regulations and Tutor Guidelines**

As an employee of the University of Notre Dame who works with student-athletes, a tutor is subject to NCAA rules and regulations. The NCAA defines an “extra benefit” as any special arrangement by an institutional employee or a representative of the institution’s athletics interests (i.e., booster) to provide a student-athlete (or a student-athlete’s relative or friend) a benefit not expressly authorized by NCAA legislation. Receipt of a benefit by a student-athlete or a student-athlete’s relative or friend is not a violation of NCAA legislation if it is demonstrated that that the benefit is generally available to students or their relatives or friends or to a particular segment of the student body (e.g., foreign students, minority students) determined on a basis unrelated to athletics ability. In other words, if a benefit provided to a student-athlete or a student-athlete’s relative or friend is not generally available to the public or the student body, the benefit is an extra benefit and its provision is a violation of NCAA legislation.

As a tutor, it is imperative that you adhere to the following guidelines. Your failure to adhere to these provisions may jeopardize the welfare of the University, the eligibility of student-athletes, and your employment status. A tutor holds a position of trust, his or her integrity must be above reproach, and he or she is expected to set an example for student-athletes.

1. A student-athlete may NOT accept anything from a tutor, and a tutor may NOT accept anything from a student-athlete. Impermissible benefits include, but are not limited to, use of a car, clothes, gifts, money, meals, snacks, and coffee. (Please see the above definition of an “extra benefit.”)
2. A tutor may provide a student-athlete with transportation within a 30-mile radius of campus. However, a tutor may NOT provide a student-athlete with transportation outside of a 30-mile radius of campus.
3. A student-athlete may NOT use Academic Services for Student-Athletes equipment or staff member access codes to make long-distance telephone calls.
4. A student-athlete may use the Academic Services for Student-Athletes copy machine and fax machine for academic purposes. However, a student-athlete may NOT use the Academic Services for Student-Athletes copy machine and fax machine for other purposes.
5. A tutor may NOT type papers, reports, letters, or other academic work for a student-athlete.
6. A tutor may NOT participate in sports wagering activities. Sports wagering includes placing, accepting, or soliciting a wager of any type with any individual or organization on any intercollegiate, amateur, or professional team or contest. Examples of sports wagering include, but are not limited to, the use of a bookmaker or parlay card; Internet sports wagering; auctions in which bids are placed on teams, individuals, or contests; and pools or fantasy leagues in which an entry fee is required and there is an opportunity to win a prize. In addition, a tutor may NOT provide information to individuals associated with or involved in sports wagering activities (e.g., bookies, runners).
7. Tutoring may NOT occur outside of designated tutoring areas unless approved by the Tutor Coordinator.
8. You may NOT tutor a student-athlete with whom you have a pre-existing social relationship.
9. You may NOT tutor a student-athlete you have dated or are currently dating. If a romantic relationship develops, you must immediately inform the Tutor Coordinator, and you will be reassigned to work with another student-athlete.

If you have questions related to NCAA rules and regulations and the above guidelines, please contact the Tutor Coordinator, another member of the Academic Services for Student-Athletes staff, or a member of the Athletics Compliance staff. Ask a question before engaging in behavior that may jeopardize the welfare of the University, the eligibility of student-athletes, and your employment status.

By signing below, you verify that you have read, understand, and will adhere to NCAA rules and regulations and the above guidelines.

Name _____

Signature _____ Date _____

**Please retain for your records.*

The National Tutoring Association Code of Ethics

1. I understand that my role as a tutor is to never do the student's work for him or her.
2. I will give honest feedback to the student I serve and will not insult my student with false hope or empty flattery; I will always demonstrate faith in my student's learning abilities.
3. I understand that my relationship to the student is professional and not personal.
4. I will show respect for my student's cultural background and personal value system.
5. I recognize that I may not have all the answers to student questions. In this event, I will seek assistance in finding answers to the student's questions and/or direct the student to an appropriate resource for the information.
6. I will maintain accurate records of tutoring sessions as expected and required.
7. I will respect my student's personal dignity at all times.
8. I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my student to follow.
9. I will keep all information about the student whom I am assigned confidential.
10. I understand that my ultimate goal is to assist my student in learning how he or she best learns and to help my student develop the skills to achieve his or her best, most efficient learning.
11. I will share any concerns I have with my supervisor.
12. I expect to learn along with my student.
13. I will keep current in both my subject area(s) and learning methodologies.
14. I will remain flexible to my approach to student learning, respectful of the various learning styles.
15. I will share techniques for improved study skills with my students.

Name (print): _____ Date: _____

Name (sign): _____

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University of Notre Dame**

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8. You may NOT tutor a student-athlete with whom you have a pre-existing social relationship.
9. You may NOT tutor a student-athlete you have dated or are currently dating. If a romantic relationship develops, you must immediately inform the Tutor Coordinator, and you will be reassigned to work with another student-athlete.

If you have questions related to NCAA rules and regulations and the above guidelines, please contact the Tutor Coordinator, another member of the Academic Services for Student-Athletes staff, or a member of the Athletics Compliance staff. Ask a question before engaging in behavior that may jeopardize the welfare of the University, the eligibility of student-athletes, and your employment status.

By signing below, you verify that you have read, understand, and will adhere to NCAA rules and regulations and the above guidelines.

Name _____

Signature _____ Date _____

The National Tutoring Association Code of Ethics

1. I understand that my role as a tutor is to never do the student's work for him or her.
2. I will give honest feedback to the student I serve and will not insult my student with false hope or empty flattery; I will always demonstrate faith in my student's learning abilities.
3. I understand that my relationship to the student is professional and not personal.
4. I will show respect for my student's cultural background and personal value system.
5. I recognize that I may not have all the answers to student questions. In this event, I will seek assistance in finding answers to the student's questions and/or direct the student to an appropriate resource for the information.
6. I will maintain accurate records of tutoring sessions as expected and required.
7. I will respect my student's personal dignity at all times.
8. I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my student to follow.
9. I will keep all information about the student whom I am assigned confidential.
10. I understand that my ultimate goal is to assist my student in learning how he or she best learns and to help my student develop the skills to achieve his or her best, most efficient learning.
11. I will share any concerns I have with my supervisor.
12. I expect to learn along with my student.
13. I will keep current in both my subject area(s) and learning methodologies.
14. I will remain flexible to my approach to student learning, respectful of the various learning styles.
15. I will share techniques for improved study skills with my students.

Name (print): _____ Date: _____

Name (sign): _____

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