

The Kingsborough Learning Center, KLC



Tutor & Consultant Handbook

2020-2021



Kingsborough Community College, CUNY

The Kingsborough Learning Center

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Dear Tutors & Consultants,

Welcome to the Kingsborough Learning Center (KLC)

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

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

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

We look forward to working with you this academic year.

Michael Weisenfeld – Director

Maudelyne Maxineau – Associate Director

Janet Unegbu – Associate Director

Mission Statement:

The mission of Kingsborough Learning Center (KLC) is to provide an inclusive atmosphere in which tutors and tutees participate in innovative, motivating, learning opportunities designed to facilitate personal growth and academic success. We collaborate with faculty, academic departments and other campus student resources to offer a broad range of tutoring programs and services. We foster the potential of each student by having a comprehensive tutoring program that empowers students to cultivate the skills, strategies and behaviors of confident, independent and lifelong learners.

Vision:

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

Tutoring Philosophy

One of our main tutoring goals at the KLC is to help students become independent thinkers and learners. The relationship between a tutor and a tutee is more than just supportive. Each tutoring session offers an opportunity to listen, provide constructive feedback, facilitate, and work together to create an environment that encourages the innovative and creative atmosphere necessary for learning. Understanding that the tutoring environment is low stakes, our program meets students where they are. We believe that tutoring is for every student, not just those in developmental courses.

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

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

Mandatory Policies and Procedures:

Roles and Responsibilities:

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

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

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

1. Onboarding training for new staff:

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

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

Tutors:

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

Consultants:

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

Dedicated job trainings:

- Attend annual orientations and staff professional development
- Attend weekly tutor professional development session
- Attend relevant KCC, KCeL workshops on professional development and intellectual growth

Create Supplemental Materials:

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

Job Professionalism

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

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

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

I. Policy on Equal Opportunity and Non-Discrimination

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

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

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

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

Prohibited Conduct Defined

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

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

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

For more information on CUNY policies, see the link below,

<http://www1.cuny.edu/sites/title-ix/campus-websites/cuny-policies/>

Attendance and Punctuality:

- Be on time: It is imperative to be on time to all your tutoring sessions. For our program to be effective, students must be able to rely on our tutors being available during the posted hours. You should be present a few minutes before your session begins so that you can begin on time.
- Each employee is expected to adhere to his/her schedule. Take your lunch during the time in which it is assigned. Speak to the Director if you need to make changes.
- Each employee must record the actual hours worked on his or her time sheet. Do not submit the timesheet with crossed out errors: re-do it.
- If you are going to be late, call the main line. When you arrive, record the time you arrive, not the time you are scheduled to begin. Excessive lateness may result in a warning.

- If you are going to be absent a minimum of twenty-four (24) hour notice is required for any known absence. In an emergency situation, please call the main line or send an email to KCC.KLC@kbcc.cuny.edu as soon as possible. A record of excessive absences will be placed into your files.
- Each tutor must notify the tutee (appointment-based) and the main desk immediately when cancellation of a tutoring session is necessary.

Weekly timesheet Submission Process

Effective every Monday for the Fall 2020 semester, you are required to fill out an electronic timesheet for the prior week worked. You should submit and email your timesheet to your appropriate associate director and copy coordinator Miriam Korfine at, Miriam.Korfine@kbcc.cuny.edu

All **Writing Consultants and Liberal Arts / Non-STEM tutors** must email weekly timesheets to Maudelyne Maxineau at,
Maudelyne.Maxineau@kbcc.cuny.edu

All **STEM tutors** must email their weekly timesheets to Janet Unegbu at
Janet.Unegbu@kbcc.cuny.edu

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

Confidentiality/ FERPA Regulations

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

- If a student confides in you, do not reveal any information without the student's consent.

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

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

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

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

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

legitimate educational interest if access is reasonably necessary in order to fulfill his or her professional responsibilities for the college.

Dress Code

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

Defined Prohibited Conduct

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

Assessment and Evaluation

Assessment and Evaluation

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

Tutors/consultants will receive advance information regarding the scheduling of their evaluation. Each tutor will be evaluated at the end of each semester based on observation of tutoring sessions and overall performance. Evaluation will be

conducted by their immediate supervisor/Associate Director. Consultants will be evaluated by the Academic Coordinator.

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

Evaluations are based on:

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

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

Center Student Procedures

Inside KBCC:

Semester-long, one-time, and all tutoring inquiries will be facilitated through KCC's homebuilt system Inside KCC. <https://inside.kingsborough.edu/> . The system will send appointment email confirmations to the KLC email as well as individual tutors. In the foreseeable future, we will be using more features of this application. In the meantime, make sure that you are acquainted with its essential elements. Please see general log-in instructions below:

Inside KBCC Tutor instructions:

1. Website: [Inside KCC](#)
2. Log-in with the credentials that were provided to you by your supervisor
3. Click on “Tutor Admin”
4. You should now see your weekly schedule
5. Courses that are flashing green, are courses with students registered for a tutoring session
6. Click on the “I” button to view the student’s info (name, email, phone number, time of session and tutoring course)

Please note that you are responsible for tracking student attendance for each session via the online forms provided. Keep in mind that the system is available 24/7, and you should be checking your schedule throughout the day for new appointments.

You are responsible to track all student sessions through your inside.kbcc account. You are required to submit session notes, as well as keep track of student attendance.

In-person student processes

Upon returning to campus, students will be permitted to make all types of appointments, walk-in tutoring and small-group sessions.

Writing Center Specifics

Writing Across the Curriculum, WAC

Every fall semester, Kingsborough welcomes doctoral candidates from CUNY Graduate Center as part of CUNY’s Writing Across the Curriculum Program, WAC. The primary task of these postgraduate students commonly referred to Fellows, is to become WAC certified. To help with the certification process, Fellows are required to participate in a weekly two-hour WAC Fellow meeting that

provides training in WAC principles. At the meetings, Fellows get to address issues of significance in the teaching of their chosen discipline using extensive reading and writing work. WAC Fellows will work in close collaboration with a previously certified WAC faculty to see how he/she incorporates writing in his or her class curriculum. Fellows will also have the opportunity to work closely with faculty who teach in Kingsborough's nationally ranked learning community programs.

In addition to working closely with faculty mentors, Fellows work with students ranging from the lowest-level developmental writing-intensive courses to Honors students. Fellows meet with students online or at L-219, and the center provides lodging and maintains schedules for all Fellows.

THE LUCILLE NIEPARENT MEMORIAL AWARD

Established for students who benefited from tutoring at Kingsborough's Writing Center, either as part of the ESL/ENG 90's sequence, or individually through self (or teacher) referred tutoring.

Eligibility requirements:

*Grown considerably as a reader and writer; persisted through many tasks of literacy

*A GPA of 3.2 or higher with "special success" (B or better in English, recipient will be selected by writing center staff.

The Tutoring Process

Best Practices for Beginning and Ending a Tutoring Session

Preparation

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

Punctuality

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

Camera/ Background

- Make your background less distracting.
- Treat the session as if it is face to face. It's best to turn on the camera.
- Be sure to close all non-work-related windows as you may be screen sharing with students.

- Try to eliminate any possible distraction: family, TV or pets.
- Wear work appropriate clothes.
- Look refreshed and comfortable.

Introduction/ Greeting

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

Conducting a tutoring session

- Assess the needs of the student.
- Ask more open-ended questions, which are questions that prompt conversations that can’t be answered with one word. For example: *Tell me about this author’s point; How do you think others would respond to this argument?; What do you think about this problem?*
- Let the student do the talking. It is important to let the student explain his/her area of concern, as well as to test out new ideas verbally in a supportive environment.
- It may be necessary to ask the student what was covered in class.
- Guide the student through the solution process, rather than lecturing or supplying answers.
- Let the student explain in his/her own words the next steps for solving the problem.
- Review the process. Confirm that the student understands the solution.
- To determine understanding and build confidence, ask the students to do similar problems.
- Don’t dismiss students and never shush them. Allow the student to express him/herself.
- Don’t feel pressured to speak continuously. It is okay to have a quiet moment or two—especially to give students time to formulate answers to your questions.

- If the student is overwhelmed, try to allay his/her fears.
- Be aware that some students may be anxious or have difficulty expressing him/herself. Calmly reassure the student that you will work at a gradual pace.
- Make positive statements. Ask positive questions...
- Do not say, “You don’t know how to do that?” Say, “Tell me what you know.” or “Have you done this? “
- A student may have an assignment and say, “I don’t know how to do anything.” Don’t discourage the student. Just say, “Let’s take it one-step-at-a time.” This is a more beneficial approach.

Ending a Tutoring Session

- Summarize what was covered
- Review what the student will work on independently of the tutor and how they will apply lessons from the session.
- Plan for a follow up session (By appointment) or let the student know that he/she can return as often as necessary. Provide the slip with the tutoring hours for that course (if necessary).
- Complete and sign any required form(s). Don’t forget to email to the respective person.
- End the session on a positive note. “You did well today,” You were able to accomplish something today. You will get more proficient after enough practice.

4 tips to ensure that your tutee is prepared for e-tutoring/tutoring

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

Active Listening:

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

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

What to expect during a tutoring session?

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

Individual VS. Small-group tutoring:

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

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

Tutoring Do's and Don'ts

What KLC tutors and consultants will do:

- Be prompt.
- Be prepared to work.
- Be professional
- Make direct eye contact with the student.
- Demonstrate interest and energy through positive gestures, “body position, & head nods”
- Be honest. We do not give wrong solutions or answers. Never be afraid to tell a student that you don't know the answer. However, never leave the student stranded. Offer to find the answer or refer him or her to another tutor or the instructor.
- Listen to what the students say. Don't interrupt them. Let the students share their ideas; students should be talking about 75 – 80% of the time.
- Be professional. Ask open-ended questions.
- Be flexible and adaptable.
- Approach each session genuinely and with authenticity.
- Be patient.

- Display concern.
- Recommend or provide other available resources.
- Ask questions to make sure the students understand what you have explained.
- Rephrase what the student says to ensure your understanding.
- Use positive reinforcement and provide specific feedback on what the student is doing well.
- Encourage students to become independent learners by having them actively participate.
- Use and suggest various strategies and techniques that may be helpful to the tutees. (Use index cards, students may use highlighters.)
- Demonstrate the ability to provide individualized instructional support.

What KLC tutors and consultants should not do:

- Don't finish a student's sentence.
- Don't do the homework for the students. Create similar problems for them to do.
- Don't do their take home quizzes, tests and projects. Help to review their notes or textbook.
- Don't interrupt even if a student is explaining something and it is incorrect.
- Don't write in the students' notebook. Use the provided note paper. (face to face)
- Don't ignore students who need help. Acknowledge that you have seen them. Let them know you will be coming to them next.
- Don't make negative comments about any instructor or second guess any instructor's grade. Tell them to speak to their instructor.
- **Don't text or answer the phone during a tutoring session.**
- Don't make empty promises.
- Don't be condescending.
- Don't be afraid to ask for help. Sometimes we think we are explaining everything perfectly, yet the student is not grasping the concept. Have the confidence to ask another tutor to help.
- Don't get frustrated or angry at struggling students.
- Don't show lack of interest.
- Don't use negative adjectives to describe tutees.

- Don't talk more than the student.
- Don't be biased, "talk down" or belittle the tutee.
- Don't discuss tutees problems with other tutees or their instructor without their permission.
- Don't advise tutees to drop any course; refer them to their academic advisors.
- Don't get frustrated or mad at struggling students.
- Don't criticize or be quick to judge, make stereotypical remarks about, character, ability and intelligence.
- **Don't do your own work while on duty.**
- Don't make assumptions about your student's belief system or culture.

Reminder:

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

Campus Resources

Access Recourse Center - ARC (formerly Single Stop)

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

We offer the following FREE services:

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

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

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

Like us on Instagram: @kbccaccessresourcecenter

All of our services are FREE.

Walk-ins always welcome. Visit us in room E-115.

Counseling and Health Services

Remote Services (current)

During remote learning, Counseling & Health Services are available for support and guidance. Counselors are available remotely weekdays between the hours of 9 am - 5 pm. See the information below about how to reach a counselor and get in touch with someone for immediate assistance.

To reach a counselor call 718-368-5975 or email Counselingandhealth.Services@kbcc.cuny.edu

For more details on how to schedule an appointment, [click here](#).

ACCESS-ABILITY SERVICES

Kingsborough Community College and Access-Ability Services wants to keep you safe while still supporting you personally and academically during the COVID-19 pandemic. Access-Ability Services (AAS) has transitioned from in-person to working remotely. However, our office is here to assist you in utilizing your accommodations, our supportive services, and other tools for academic success.

NEW TO AAS:

To sign-up for services, students need to complete our AAS Application for Academic Accommodations and send it to us along with supporting documentation (e.g. IEP, Psych Eval, Medical report, etc.). Applications and documentations should be sent directly to AAS at aas@kbcc.cuny.edu.

For current students wishing to utilize our services, please reach out to our office by calling 718/368-5175, emailing us at aas@kbcc.cuny.edu, or emailing your counselor directly.

CUNY Legal Policies

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

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

- (i) An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;
- (ii) Any intentional display of force which would give an employee reason to fear or expect bodily harm; (iii) Intentional and wrongful physical contact with an employee without his or her consent that entails some injury; (iv) Stalking an employee in a manner which may cause the employee to fear for his or her physical safety and health when such stalking has arisen through and in the course of employment. Workplace Violence presents a serious occupational safety hazard to CUNY and its employees. The University will respond promptly to threats and/or acts of violence. All employees are responsible for helping to create an environment of mutual respect and for assisting in maintaining a safe and secure work environment and will participate in the annual Workplace Violence Prevention Training Program. . Individuals who violate this 1 This document supersedes and replaces The City University of New York Campus and Workplace Violence Policy approved by The City University of New York Board of Trustees on February 28, 2011, Policy may be removed from University property and are subject to disciplinary and/or personnel action up to and

including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution. Incidents involving Workplace Violence will be given the serious attention they deserve.² Employees are responsible for reporting any incidents of Workplace Violence of which they become aware. The procedure for reporting incidents of suspected or alleged Workplace Violence can be found in the campus specific Workplace Violence Programs at Paragraph 7. The procedure for reporting complaints of a potential violation of the CUNY Workplace Violence Policy and Programs can be found in the campus specific Workplace Violence Programs at Paragraph 9. The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies when an employee or student anticipates that an act of violence may result from an encounter with said individual(s).³ Employee participation in the implementation of this Policy will be provided through their authorized employee representatives, who will be invited to participate in: (1) scheduled physical risk assessment site evaluation(s) to determine the presence of risk factors which may place employees at risk of workplace violence; (2) the development and annual review of a Workplace Violence Prevention Program promulgated by each 2

Complaints of sexual harassment are covered under the University's Policy Against Sexual Harassment. 3 Students are not directly covered by this Policy, but they should contact the Department of Public Safety to report concerns about workplace violence. College for the implementation of the Policy; (3) the annual review of the Campus Workplace Violence Incidents Report prepared annually by each College; and (4) as appropriate, following a serious incident of Workplace Violence.

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