

Illinois Valley Community College

Tutoring and Writing Center Policies and Procedures

For the most up-to-date information about Tutoring and Writing Center services, schedule, and hours, visit www.ivcc.edu/twcenter.

Tutoring and Writing Center Description

The Tutoring and Writing Center (TWC) provides free tutoring for IVCC and high school students in writing, mathematics, physics, statistics, chemistry, biology, economics, computer science, accounting, and other subjects. Writing tutors help students engage in and learn the writing process. Tutoring serves as a supplemental review of course material, homework help, and test preparation. Tutors offer excellent help, yet students are responsible for completing all assignments and accepting the grade they earn.

The TWC has professional and peer tutors. Tutor subjects and schedules are posted in the Tutoring and Writing Center (A-201) and on the TWC website. For drop-in tutoring, students should check the schedule to be sure that an appropriate tutor is available. Many different spaces are available for tutoring sessions varying from quiet private study rooms to open public spaces. Students should communicate with tutors the type of space that works best for their learning. Any in-person tutoring that takes place outside of the Academic Support Center (ASC) needs to be preapproved by a TWC coordinator.

Appointments and drop-in sessions are available during Tutoring and Writing Center hours. Appointments may also be made outside of TWC drop-in hours. If students or tutors are unable to keep an appointment, they should notify the other party as soon as possible. Typical tutoring sessions are 45-60 minutes, but sessions can vary in length.

Sign In/Out Procedures for Students on Main Campus

Students should:

1. Sign into one of the iPads (located at each end of the TWC) using their K-Number and then follow the prompts.
2. If prompted, choose *Tutoring Main Campus Drop In* (for course specific) or *Writing Center Main Campus Drop In* (for writing).
3. Bring any textbooks, assignment sheets, rubrics, calculators, and class notes that will help facilitate the session.
4. Inform tutors, "I'm here and need help," before working independently in the TWC until a tutor becomes available.
5. Be sure to sign out on one of the iPads by typing in their K-Number before they leave the TWC.

Online Tutoring Sessions

To make an appointment or to join an online tutoring session, use [Accudemia](#). For online tutoring sessions, students and tutors should:

- Have an iPad, tablet, or computer with a camera.
- Establish a stable internet connection.
- Use headphones or earbuds with a built-in microphone.
- Find a quiet place where excess noise or disruptions will not occur.
- Be seen on camera.
- Dress appropriately.
- Be aware of their background and surroundings.

Student Success in TWC Sessions

The TWC tutors are here to help students. Depending on the number of students visiting the TWC, tutors' time with individual students might be limited. However, a tutor will continue to work with a student as time permits. Students are expected to work independently as well as with tutors. All students should be aware that they might need to wait to see a tutor and that the tutor might be working with several students or groups of students simultaneously. In order to encourage maximally beneficial tutoring sessions, students are expected to:

- Follow sign-in and sign-out procedures.
- Bring their books and notes.
- Realize that TWC tutoring is not a substitution for attending class.
- Acknowledge that each tutor works with students based on availability and expertise; students may request a particular tutor, but that request might not be accommodated.
- Respect tutors.
- Be prepared for tutoring sessions by having questions ready for the tutor.
- Actively participate and ask questions during the session.
- Plan ahead by scheduling appointments in advance of deadlines.
- Help maintain a positive environment through focusing on the task at hand and being courteous and polite. For example, don't overshare details of personal problems.
- Review what was covered in the tutoring session soon after it has ended to reinforce learning.
- Realize they are responsible for the grades they earn.
- Follow the [IVCC Code of Conduct](#).

Center for Accessibility and Neurodiversity

If students have learning differences, help is available at IVCC. Learning differences include, but are not limited to, ADHD, a learning disability, Autism Spectrum Disorder, mobility impairment, chronic medical condition, sensory deficit like low vision/blindness or hearing loss/deafness, or psychiatric disability (anxiety, depression, bipolar disorder, post-traumatic stress, and others). If

learning differences limit students' ability to fully access and/or participate in tutoring sessions, those students should contact the CAN coordinator at (815) 224-0284, or stop by the Center for Accessibility and Neurodiversity in C-211 to see what type of services or supports are available.

Upon visiting the TWC, students with learning differences may choose to disclose that information to tutors.

Supplies

The TWC has supplies available for students, including paper, writing utensils, calculators, whiteboard markers, etc. All supplies are for use within the Academic Support Center and should not be taken outside of the ASC. These supplies should be returned to the TWC before leaving the Academic Support Center.

Laptops and Hotspots

The ASC has laptops and hotspots available for long-term student use. Interested students should visit the Jacobs Library front desk in A-201 for more details.

Tutor Responsibilities

In order to encourage maximally beneficial tutoring sessions, tutors are expected to:

- Greet everyone.
- Maintain a positive attitude and encourage student learning.
- Be mindful of how busy the TWC is and rotate among students as needed.
- Help students with homework and conceptual knowledge.
- Ensure that tutoring sessions are interactive through asking questions and encouraging student demonstration of knowledge.
- Tailor tutoring sessions to fit students' needs.
- Respect differences in learning styles, backgrounds, and cultural experiences.
- Use resources if they need additional information to help students.
- Check on students periodically while they are working independently.
- Encourage students to work independently after tutoring sessions.
- Inform coordinators of any uncomfortable situations or unusual circumstances, such as calling security or making a referral to other resources.

Tutors will not:

- Do students' homework for them.
- Help students with quizzes, tests, or test corrections directly unless this type of assistance is approved in writing by the instructor.
- Tell a student what is on a test.
- Discuss instructors or other students in an unprofessional or negative manner.
- Write or rewrite sentences for students.
- Serve as assistants, lab assistants, or graders for instructors.

Uncomfortable Situations

Uncomfortable situations may arise between a student and a tutor. If an issue is perceived by the student and/or tutor, the student and/or tutor have the right to attempt to resolve the issue. If the issue cannot be resolved by the student and tutor, both parties have the responsibility to speak with a TWC coordinator. This conversation may be private or include the other party. The parties should describe the situation and indicate how they perceived the issue and suggest a possible solution. This conversation will be logged by the TWC coordinator in order to have a written record of the situation. The TWC coordinator will work with both parties to resolve the issue. If a resolution cannot be reached, any of the parties involved (student, tutor, and TWC coordinator) may contact the appropriate administrator for further guidance.

Academic Integrity

Both students and tutors are expected to display academic integrity. According to the IVCC student handbook, "Academic Integrity is directly linked to the Core Values of Illinois Valley Community College, three of which are RESPONSIBILITY, RESPECT, and HONESTY. It is the RESPONSIBILITY of each student to RESPECT the academic integrity of each class/course by doing their own work and by refusing to assist others in deception."

TWC Resources for Faculty and Staff

- If a faculty or staff member would like TWC tutors to assist their students with quizzes, tests, or test corrections, they should contact a TWC coordinator in writing with explicit instructions regarding tutor permission before setting the assignment.
- Students may verify their TWC attendance by asking a tutor for a paper verification form or an email to the instructor. However, a tutor will only verify the visit if the student engaged in a TWC tutoring session.
- Faculty may request a professional tutor be embedded in their online courses.
- Tutors are available for classroom visits to discuss the services provided by the TWC. They are also available for presentations on topics such as MLA or APA formatting.

Tutor Scheduling Procedures

The type and mode of tutoring each tutor does is subject to supervisor approval based on the needs of students who use the TWC. The possible tutoring modes include:

- Drop-in (in-person and online). Before the semester begins, tutors will share their availability and preferred schedule. Once the semester starts, tutors should refer to the weekly schedule. They should review the schedule in advance and notify the TWC coordinators of any changes.
- Appointment (in-person and online). At the beginning of each semester, tutors will confirm with the TWC coordinators how many hours per week they have available for appointments. When tutors meet the maximum number of appointment hours in a

week, they should mark themselves as unavailable in Accudemia for the rest of the week.

- For scheduled, no-show appointments:
 1. Contact the student.
 2. Wait for 15 minutes.
 3. Work on preparing for other tutoring sessions, check email, or participate in other TWC activities.
 4. Note: For appointments outside of drop-in hours, the tutor may stop after 15 minutes and claim 15 minutes on their time sheet, or they may work for up to the full appointment time.
- Online (appointment and drop-in). The need for tutors to provide online services will be determined, usually at the beginning of each semester, by the TWC coordinators. TWC coordinators may also give short-term permission to work solely online in special circumstances.
- Email consultations. Writing tutors will conduct email consultations during their scheduled drop-in hours after students in the TWC have been served. All email consultations will be conducted in the writing@ivcc.edu account. TWC coordinators might request assistance with email consultations outside of scheduled drop-in hours.
- Tutors must claim the number of hours worked each week on their time sheet.

Tutoring and Writing Center Contact Information

(815) 224-0637, Tutoring and Writing Center

(815) 224-0479, Tutoring Coordinator

(815) 224-0434, Writing Coordinator

tutoring@ivcc.edu

writing@ivcc.edu

Policies and procedures are subject to change.