Yuba College

Writing & Language Development Center

Handbook

Fall 2024

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Table of Contents

WLDC Mission Statement

The mission of the Writing & Language Development Center (WLDC) is to support Yuba College students in all aspects of language development, helping them become engaged readers and writers; strategic in monitoring their own comprehension of texts; deliberate in selecting rhetorical tools suited to their purpose; independent, lifelong learners empowered by mastery of language to participate in their communities and achieve their educational and life goals.

The WLDC embraces a particular mission toward our many English-language learners at Yuba College. We enjoy the richness that cultural diversity brings to our job!

Overview of Services

What We Do

The Writing & Language Development Center (WLDC) furnishes Yuba College students with assistance in reading and writing *within any academic subject*. Our services include the following:

- **Drop-in Tutoring:** Students are limited to one 50-minute drop-in session per subject per day.

- **One-Time Appointments:** Students may reserve a specific time and date to receive a one-time 50-minute tutoring session.

- **Weekly Appointments:** Students are limited to two scheduled 50-minute weekly appointments per subject per week.

    o Appointments for reading or writing assistance in the same subject must be made on different days and should be scheduled with the same tutor.

    o An IA may make an exception for a particular student on a case-by-case basis.

- **Group Tutoring:** Students or faculty may schedule group tutoring sessions. All participating students must be enrolled in the same course to do this.

- **Traveling Tutors:** Faculty from any discipline may request that at WLDC tutor visit a class session either to be embedded within an activity as tutoring support or to present a mini-workshop on reading or writing strategies.

What We Will Not Do

We do not proofread, edit or "fix" papers. A tutor's job is to help students become a better writers, not merely to create better writing. However, we will help students improve their own proofreading and self-editing skills. We will help students identify error *patterns* and demonstrate how to find and correct them.

Furthermore, we do not guarantee or estimate grades. It is the role of the instructor to evaluate a student's work and assign it a grade.

Appointments

Students are not required to make appointments; however, the WLDC recommends making an appointment 24 hours or more ahead of time to reserve a preferred time. The WLDC always prioritizes appointments over drop-ins

Length of Sessions

No appointment, whether weekly or drop-in, should exceed 50 minutes. Students need time to process what they have learned during a tutoring session and to attempt writing and reading strategies independently, without becoming overly reliant on a tutor.

Group Sessions

Most of the time students will be working one-on-one with a writing tutor. However, no appointment is considered exclusive. We like the dynamic of group work. In a group students tend to generate more ideas and think things through more thoroughly. The result is more thoughtful papers and better writing.

Request for Services Form

To receive WLDC services of any kind, students must first complete an online **Request for Services (RFS) form**. Requiring all students to complete an RFS form may seem unnecessarily complicated, but by law we are required to obtain each student's permission to release or access information and to enroll the student in LEARN 590B, a repeatable noncredit course into which all students receiving tutoring assistance are enrolled. The RFS form facilitates this process. Requiring all students to complete this form ensures the quality of our services.

WLDC Policies

Student Absences

Students who must miss an appointment with a tutor should call (530) 740-1710 beforehand to give as much advanced notice as possible. Since multiple absences prevent other students from making appointments and receiving assistance, we will take the following steps in scheduling appointments with tutors:

1. **After a student is absent one time**, an IA will contact the student to inquire about the student's desire to continue with ongoing weekly appointments. If the student made a one-time appointment, the IA will make arrangements to schedule another one.

2. **After a student is absent two times**, an IA will inform the student that weekly appointments may be made in only three-week increments at the WLDC for the duration of the semester. Another appointment may be made, but this will be the final opportunity for the student to do so.

3. **After a student is absent three times**, an IA will inform the student that appointments are no longer available and that the student may obtain assistance at the WLDC only on a drop-in basis for the duration of the semester.

Student Tardiness

If after ten minutes a student is still not present for a scheduled appointment, the student will be considered absent (see "Student Absences" policy above), and the tutor will be given a different assignment. If the student arrives more than ten minutes late for an appointment, he or she will be considered a drop-in student and be placed with the next available tutor.

Student Misconduct

The *Student Code of Conduct* is set forth in **Board Policy 5500**, which outlines conduct that constitutes cause for discipline, including but not limited to the removal, suspension or expulsion of a student. The Director of Academic Excellence, WLDC Coordinator, or an Instructional Associate may remove a student from the WLDC for any conduct that constitutes good cause for discipline. As the instructor of record for all students receiving assistance at the WLDC (see "LEARN 590B" under WLDC Procedures), the WLDC Coordinator may impose the removal of a student for the day and the following college day. The disciplinary process as outlined in **Administrative Procedure 5520** will be followed.

Computer Use

Because we have limited computer stations, if someone is waiting to use a computer for a writing assignment while another student is using a computer for non-academic purposes or for work unrelated to writing, then we reserve the right to ask the student to move to a library computer.

WLDC Procedures

Learn 590B

The Writing & Language Development Center is an instructional space. Tutoring assistance is an instructional activity; therefore, students receiving tutoring assistance at the WLDC are enrolled in LEARN 590B, which is a free zero-unit, noncredit course. Student contact occurs when a student arrives either in-person or online for an appointment with a tutor or drops into the center, either in-person or online, to meet with a tutor. In such instances, after the student completes the **Request for Services form**, the tutor logs the student into TutorTrac to record his or her hours and attaches tutoring session notes to each entry.

Checking In

When a student arrives for a tutoring session or any kind of assistance in the WLDC, he or she should first complete an online **Request for Services (RFS) form**. If the student has made an appointment in advance, this has been done already. However, if the student is dropping in for assistance, **it is the tutor's responsibility, whether tutoring online or in-person, to ensure that the student completes the RFS form**.

After completing the RFS form, the student must log into **TutorTrac** and do the following:

1. Type the student ID # (without the 1st letter) into the open box.
2. Choose the center: **WLDC** or **YC Online Tutoring**.
3. Choose the reason for the visit: **appointment**, **drop-in help**, or **independent study.**
4. Choose the class for which the student is seeking assistance.
5. Then click the "continue" box twice.

Checking Out

When ready to leave, the student must log into **TutorTrac** and do the following:

1. Type his or her student ID # (without the 1st letter) into the open box.
2. Click **Log Out**.
3. Then click the "continue" box twice.

It is the tutor's responsibility, whether tutoring online or in-person, to log to ensure that the student logs in and out of **TutorTrac**.

Student Questionnaire

We ask that students take a moment to answer a very short after-visit questionnaire before leaving the WLDC to provide feedback that will help us assess our outcomes. This questionnaire is available on computers used by students in the reception area. Online tutors should make the link to the questionnaire available in "chat" during a Zoom session and encourage online students to take no more than a few minutes to answer it.

The direct link to the questionnaire is **https://forms.office.com/r/yfdRj9QXve**

Tutors are also asked to respond to their own questionnaire after each session. See the "Tutor Procedures" section of this handbook.

Tutor Recruiting and Hiring

Recruiting

WLDC **student tutors** must meet the following criteria:

1. Have a cumulative GPA of 3.0 or higher.

2. Pass English 1A with an A or B (or ESL 568/268 and ESL 563/263 with an 85% or above on reading and writing assignments).

3. Be enrolled in at least 6 regular session units (or 3 summer units) at YCCD while employed.

4. Be enrolled in English 40A (Tutoring Reading and Writing I), a one-unit training course, for the first semester during which they tutor.

WLDC **professional expert tutors** are typically former student tutors. They need not be enrolled at Yuba College while employed but must have an associate degree and/or be enrolled in (or have completed) a bachelor's or master's degree program.

Rehiring Criteria

To be considered for rehire, tutors (student and professional expert) must meet the following criteria:

1. Completion of English 40A with an A or B final grade

2. Evidence of professionalism

3. Evidence of having updated or improved WLDC services

4. Evidence of having attended at least two class sessions of English 40A the previous semester.

5. Evidence of ongoing professional learning

6. A cumulative GPA of 3.0 or higher

7. Enrolled in at least 6 regular session units (or 3 summer units) at YCCD while employed (**student tutor**) OR Evidence of an associate degree OR enrolled in or have completed a bachelor's or master's degree program (**professional expert tutor**)

Forms for Student Tutors

Newly hired student tutors must log into "**Student Employment**" on the YCCD website and fill out the appropriate forms before the commencement of their first semester. After downloading, completing, and saving these electronic forms, the student tutors must submit them to a WLDC IA before the commencement of their first semester of work.

Returning student tutors must log into the same website and fill out and submit the *Student Employment Confirmation* and any other forms as needed.

Forms for Professional Expert Tutors

Newly hired professional expert tutors must log into "**Temporary Employment**" on the YCCD website and fill out the appropriate forms before the commencement of their first semester.

After downloading, completing, and saving these electronic forms, the professional expert tutors must submit them to a WLDC IA. After receiving confirmation that they have met the minimum qualifications for the position, they will be notified to complete the Live Scan Fingerprint Form. This will add a couple weeks to a professional expert tutor's hiring process.

Professional Expert tutors may make an appointment at the **Yuba County Sheriff's Department**.

Returning professional expert tutors must log into the same website and fill out and submit the *Temporary Employment Confirmation* and any other forms as needed.

Hiring Timeline for New Tutors

New tutors may be recommended by their English instructors or may express interest by applying directly online. The diagram below illustrates how these two processes converge:

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┌─────────────────────────────────┐        ┌─────────────────────────────────┐
│ Interested Students Apply Online │        │   WLDC Coordinator Requests     │
│            Any Time              │        │   Faculty Recommendations at    │
│                                 │        │      the End of Each Term       │
└─────────────────────────────────┘        └─────────────────────────────────┘
                │                                          │
                ▼                                          ▼
┌─────────────────────────────────┐        ┌─────────────────────────────────┐
│ IA's Reply to Applicants with   │        │ Faculty Email Recommendations   │
│ Next Steps, cc'ing the WLDC     │        │      to the WLDC Coordinator    │
│          Coordinator            │        │                                 │
└─────────────────────────────────┘        └─────────────────────────────────┘
                │                                          │
                │                                          ▼
                │                          ┌─────────────────────────────────┐
                │                          │ WLDC Coordinator Emails          │
                │                          │     Potential Tutors             │
                │                          └─────────────────────────────────┘
                │                                          │
                │                                          ▼
                │                          ┌─────────────────────────────────┐
                │                          │ WLDC Coordinator Asks Faculty to │
                │                          │ Follow-up with Potential Tutors  │
                │                          └─────────────────────────────────┘
                │                                          │
                │                                          ▼
                │                          ┌─────────────────────────────────┐
                │                          │  Potential Tutors Apply Online   │
                │                          └─────────────────────────────────┘
                │                                          │
                └──────────────────┬───────────────────────┘
                                   ▼
                    ◇─────────────────────────────◇
                    │  WLDC Coordinator and IA's   │
                    │ Review Applications, Verify  │
                    │  Grades, and Select Applicants│
                    ◇─────────────────────────────◇
                                   │
                                   ▼
                    ┌─────────────────────────────┐
                    │ WLDC Coordinator Emails      │
                    │ Confirmation Forms with Links│
                    │   to HR Forms and Processes  │
                    └─────────────────────────────┘
                                   │
                                   ▼
                    ┌─────────────────────────────┐
                    │ Tutors Return Confirmation   │
                    │ Forms with Schedule          │
                    │        Availability          │
                    └─────────────────────────────┘
                                   │
                                   ▼
                    ┌─────────────────────────────┐
                    │ WLDC Coordinator Verifies    │
                    │ that New Tutors Have Enrolled│
                    │       in English 40A         │
                    └─────────────────────────────┘
                                   │
                                   ▼
                    ┌─────────────────────────────┐
                    │ IA's Verify New Tutors Have  │
                    │ Completed and Submitted All  │
                    │      Required Paperwork      │
                    └─────────────────────────────┘
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To ensure ample time to review eligibility and communicate to potential tutors, the following timelines should be observed for the initial steps of hiring new tutors who are recommended by their English and ESL professors:

Three Weeks Prior to Finals Week	WLDC Coordinator Requests Faculty Recommendations: Full names and Student IDs.
Two Weeks Prior to Finals Week	Faculty Email Recommendations to the WLDC Coordinator.
One Week Prior to Finals Week	WLDC Coordinator Emails Potential Tutors and Encourages Them to Apply Online.
One Week Prior to Finals Week	WLDC Coordinator Asks Faculty to Follow-up with Potential Tutors.
Finals Week	Potential Students Apply Online.
One Week After Finals Week	WLDC Coordinator and IA's Review Applications, Verify Grades, and Select Applicants. Subsequent applications will not be considered until the following semester.
Three Weeks After Finals Week	WLDC Coordinator Emails Confirmation Forms with Links to HR Forms and Processes.
Four Weeks After Finals Week	Tutors Return Confirmation Form with Schedule Availability.

Selection of New Tutor Applicants

Once the WLDC Coordinator and IA's have verified the grades of all applicants, they will inform those who do not meet minimum grade requirements that they have not been selected. The remaining applicants will be invited to interview, either in person or via zoom. Immediately after all interviews have been held, the WLDC Coordinator and IA's will select the applicants to whom employment will be extended.

The interviewing of new tutor applicants will take place either in-person or via Zoom. Both IA's and the WLDC Coordinator will be part of the interviewing panel. The Yuba College administrator who oversees the WLDC will also be invited to join to ensure fairness and equity in hiring. Each applicant will be asked the same questions and given the same amount of time.

Hiring Timeline for Returning Tutors

The rehiring timeline for returning tutors also begins during the semester prior to their employment. The diagram below illustrates the timeline:
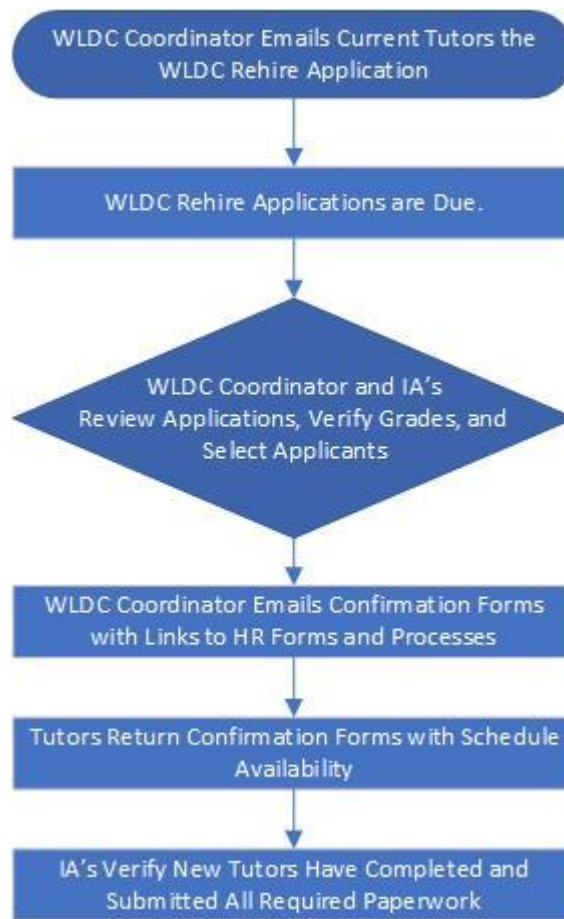
To ensure ample time to review eligibility and communicate to returning tutors, the following timelines should be observed for the initial steps of rehiring tutors:

Three Weeks Prior to Finals Week	WLDC Coordinator Emails Current Tutors the *WLDC Rehire Application*.
Finals Week	WLDC Rehire Applications are Due.
One Week After Finals Week	WLDC Coordinator and IA's Review Applications, Verify Grades, and Select Applicants.
One Week After Finals Week	WLDC Coordinator Emails Confirmation Forms with Links to HR Forms and Processes.
Two Weeks After Finals Week	Tutors Return Confirmation Form with Schedule Availability.

Scheduling Work Hours

In-person availability is always prioritized over online availability in scheduling tutor hours. For many reasons it is advantageous for all tutors to work in-person at the WLDC for at least part of their scheduled work week. In-person tutoring has the following advantages over online tutoring:

1. Tutors can more readily get support and assistance from an IA.

2. The IA's can better observe and monitor tutoring sessions.

3. Tutors can build a greater sense of community through association with one another.

4. Tutors can be more productive during down time: Tutors are expected to work during scheduled and paid WLDC work time, roving the center to assist students, updating tip sheets and resources, or completing other projects as assigned.

Therefore, IA's will adhere to the following scheduling policies when assigning work hours:

- Newly hired tutors are not given the option to tutor online their first semester, unless working online from within the WLDC, under the supervision of an IA.

- Returning tutors are limited to no more than six (6) hours online per week, unless student demand and/or limited tutor availability permits additional hours scheduled online. Preferably, tutors will work online from within the WLDC to permit the in-person advantages listed above and allow flexibility of scheduling.

The IA's will establish a schedule by the first week of classes and inform all tutors of their assigned hours. All tutors will confirm acceptance of the hours assigned by the end of the first week of classes.

Tutor Training

English 40A Attendance

Reading and writing tutors require ongoing training. The first step in receiving this training is to enroll in English 40A (Tutoring Reading and Writing I), a tutor training course that prepares student tutors to support peers as they work with academic reading and writing assignments across the disciplines.

However, to encourage ongoing training, **all WLDC tutors are required to attend the class meetings of English 40A at least twice each semester**. They will be paid for the hours they attend. It's important for returning tutors who have already taken the class to join new tutors, supporting and sharing with new tutors, and continually deepening their own understanding of best tutoring practices and processes.

Other Professional Development

To demonstrate evidence of ongoing professional learning, WLDC tutors are also encouraged to do the following, in addition to attending English 40A class meetings:

- **Participate in an observation session with a WLDC Coordinator or IA.** Only by being observed and evaluated can tutors receive meaningful feedback for self-improvement.

- **Actively participate in the online WLDC Community site**. Multiple tutoring resources are available to tutors on this Canvas site. The site provides opportunities for tutors to support one another, to post questions and offer helpful replies.

- **Attend other Professional Development Workshops**. The WLDC Coordinator, working with department faculty and others, will provide a list of other Professional Development opportunities for tutors to attend each semester.

Shadowing a Peer Tutor

During the first week of tutoring, all new tutors are expected to shadow returning tutors to observe them on the job. Returning tutors are expected to anticipate and facilitate this training. While observing returning tutors with more experience, new tutors will be taking special note of the following:

- How experienced tutors begin each tutoring session

- How they negotiate each session's goals

- What kinds of questions they ask

- What kinds of feedback they give

- How much talking they do and how much talking the students do

Tutor Conduct

The Reception Desk

A welcoming environment is vital to our effectiveness. We expect that those at the reception desk will greet all students as they enter the center and do the following:

1) Ask students if they have completed the online **Request for Services form**. Assist as needed.

2) Determine if students have a scheduled appointment, have dropped in, or simply wish to use the center for independent study.

3) Make sure all students are signed into **TutorTrac**.

4) Introduce students to their tutors.

When an IA is unable to answer phone calls for any reason, all incoming calls should be forwarded to the reception desk. Anyone answering the phone at the WLDC should say, "Hello, this is _____ at the Yuba College Writing Center. May I help you?"

Absences

Tutors must communicate early if they have a conflict in their schedule and must miss work. **Normally, a tutor may not tutor online in lieu of a scheduled in-person session**. A tutor who must be absent should follow these procedures:

- Make the IA's aware of the planned absence as soon as possible.

- Ask other tutors not working at that time if they would like to cover your shift. If so, let the IA's know of the one-time schedule change.

- Do not make arrangements to cancel appointments directly with students without first consulting an IA and exploring the possibility of having someone cover the shift.

- In case of an emergency, call as early as possible to let an IA know of the impending absence: 740-1709 (front desk) or 740-1710 (IA extension).

- Do not relay messages of absenteeism through another tutor.

Lack of communication regarding absences (see Tutor "No-Shows" below) will result in termination of employment and prevent the tutor from being rehired.

- **If a tutor exceeds three (3) absences within a given semester**, the IA and/or Coordinator will meet with the tutor to arrange a reduction of work hours, allowing other tutors to take on the hours typically missed.

No-Shows

A "no-show" is when a tutor misses an appointment without giving any advanced notice. This should never occur except in the most extreme emergency. In the event of a no-show, the tutor must provide evidence of the emergency that prevented advance notification. If the IA's and Coordinator determine that the circumstances warranted a no-show, then it will be counted as a regular absence. If, however, they do not find reasonable cause for failing to alert the WLDC staff beforehand, then they will give the tutor a signed written warning.

- **After a second unwarranted no-show,** the IA and the Coordinator, conferring with the Director of Academic Excellence, will give the tutor notice of termination of employment.

Tardiness

Tardiness is when a tutor is more than five minutes late to an appointment. Tardiness is unprofessional and disrespectful to the students who have made appointments. If a tutor is running late, he or she should call as early as possible to let an IA know:740-1709 (front desk) or 740-1710 (IA extension).

Excessive tardiness will result in termination and prevent the tutor from being rehired.

1. **After one tardy**, an IA will give the tutor a verbal warning.

2. **After a second tardy**, an IA and the Coordinator will give the tutor a signed written warning that will remain in on file at the WLDC.

3. **After a third tardy**, an IA and the Coordinator, conferring with the Director of Academic Excellence will give the tutor notice of termination of employment.

Down Time

Tutors are expected to work during their scheduled and paid WLDC work time, even if they are not working with a student. First, the tutor should rove the center and work with students who are there. If no other students are available to assist, the tutor should consider the following work-related activities:

- Participate in online WLDC Community Canvas discussions and activities

- Revise/Update WLDC tip sheets and resources

- Create WLDC tip sheets or other resources

- Participate in outreach efforts, such as scheduling class presentations, creating and distributing flyers, and/or posting information to online/social media outlets

- Observe a more experienced tutor working with a student

No tutor should be conducting personal business or completing personal homework while being paid if there are opportunities to participate in one or more of the activities listed above.

Confidentiality

All student information is confidential. No information may be released without appropriate authorization. FERPA laws protect student confidentiality. Areas covered by confidentiality include but are not limited to student IDs, email addresses, phone numbers, and grades. What this means is that tutors should not discuss students or their work with others in the center. If tutors have questions regarding confidentiality, they should ask an IA.

Conduct and Expectations

Tutors are expected to follow these guidelines to create a positive, professional work environment:

- **Be pleasant and courteous**. Whether working online or in-person, take a few extra moments to welcome writers and set a friendly tone for the session.

- **Be professional in speech, dress, and behavior**. The WLDC is very culturally diverse. Be considerate of different values and norms. When working online, keep your camera on and ask students to turn on their cameras if they are able and comfortable doing so. Be seated in an environment that is professional; for example, do not tutor online while lying on your bed, or driving your car, or disheveled in appearance.

- **Be relaxed but not excessively informal**. For instance, conducting personal conversations while in the center or casually touching students may offend some writers, especially those from certain cultures.

- **Consult Visit Notes if a student has a regular appointment with another tutor.** If the student normally meets with another tutor during a weekly appointment or with an embedded tutor in the classroom, quickly review the visit notes from the student's last session. NOTE: Make sure to reach out to the tutor with whom the student normally meets after your session to share what transpired; this can be done easily by copying your own visit notes into an email.

- **Negotiate session goals at the beginning of the session**. You have only 50 minutes, so it's important that the writer knows what you can and cannot accomplish.

- **Sit side-by-side.** Such a setup suggests that you are an ally, not an authoritarian figure who dispenses advice from behind a desk. Sit in a relaxed and comfortable manner and demonstrate interest in the writer's words by leaning forward slightly and making eye contact. When tutoring Online, remember that the writer can see your facial expressions as you read his or her draft.

- **Refrain from writing any part of a student's paper**. Plagiarism is a serious offense, even if limited to a sentence or paragraph. Instead, use guiding questions and comments to help writers recognize areas for improvement and come up with their own solutions for revising their texts.

- **Give the writer control of the paper**. Keep the paper in front of the writer as much as possible. If you are working online, let the writer control the screen and the text. This serves to remind the writer that the writing belongs to the student. In both face-to-face and virtual environments, resist the urge to correct and edit mistakes as you read.

- **Keep resources and tools nearby**. Have scraps of paper, sticky notes, highlighters, pens, and pencils handy. Encourage online students to use available annotation tools. Also have print and online resources—such as a dictionary, grammar handbook, and/or online writing lab resources—readily available.

- **Never comment negatively to a student about a teacher's methods, assignments, personality, or grading policies**. Try to support the writer, allowing expressions of frustrations without adding your opinion. If appropriate, you can empower the writer by explaining the procedures in place for discussing an issue or registering a complaint.

- **Honor confidentiality**. Don't comment on or discuss writers or their papers with or in front of other people or on social media. Idle comments—whether praise or complaints—about writers may get back to them. Many students disclose very private issues in the context of their writing, and FERPA laws protect student confidentiality.

- **Be aware of the volume of your voice**. Tutors and writers work in close quarters, so be considerate. Some writers are hard of hearing, so you may need to take your session into a study room where you can speak clearly without disturbing other writers and tutors.

- **Never suggest a grade for a paper**. Some writers may ask, "Is this paper good enough for an A?" and may pressure you to suggest a grade. Assigning grades is a subjective matter that requires experience and training, and it is the teacher's job, not the tutor's.

- **Never criticize the grade a teacher has given a paper**. Just as suggesting a grade for a paper can lead to trouble, so too can acknowledging to the student that you disagree with a grade.

- **Be respectful of others' belongings**. Respect staff members' property and clean up after using breakroom facilities (refrigerator, eating utensils, etc.).

- **Do not give out your personal contact information to students**. Students should not call you on your personal phone or contact you directly for assistance.

- **Communicate with IA's**. Do not leave the WLDC with students during a session without communicating to the IA. If a tutee or other student is acting in a rude, strange, disrespectful, or inappropriate manner, speak to an IA immediately.

Instances of tutor misconduct that may lead to termination include, but are not limited to, the following:

- Fraud in securing employment or making a false statement on an application for employment.

- Incompetence, i.e., inability to comply with the minimum standard of a tutor's position for a significant period of time.

- Inefficiency or inexcusable neglect of duty, i.e., failure to perform duties required of a tutor.

- Willful disobedience and insubordination, a willful failure to submit to duly appointed and acting supervision, conform to duly established orders or directions of, or insulting or demeaning the authority of a supervisor.

- Dishonesty involving employment.

- Being impaired by or under the influence of alcohol or illegal drugs or narcotics while on duty, which could impact the ability to do the job.

- Discourteous treatment of students seeking services, the public, or other tutors.

- Improper or unauthorized use of District property.

- Excessive absenteeism.

- Inattention to duty, tardiness, indolence, carelessness, or negligence in the care and handling of District property.

- Acceptance from any source of a reward, gift, or other form of remuneration in addition to regular compensation to an employee for the performance of his or her official duties.

- Willful violation of policies, procedures, and other rules which may be prescribed by the District, college(s), or departments.

- Working overtime without authorization.

Some conduct may be so severe that it warrants immediate termination. However, in most cases, the following steps will be taken:

- After a first offense, the IA and the Coordinator will give a signed written warning that will remain in the tutor's file at the WLDC.

- After a second offense, the IA and the Coordinator will give notice of termination of employment.

Tutor Procedures

TutorTrac

It is the tutor's responsibility to log in and log out of TutorTrac when working for the WLDC. If a tutor forgets to log in or log out, he or she should see an IA immediately. Do not wait until the end of the month as it may be too late! Before a tutor's timesheet is approved and submitted for payment, it will be verified through TutorTrac. Any discrepancies may result in a delay in payment. Payroll checks will be sent to the address provided to HR.

Clocking in

Before a tutor begins a shift, he or she must log into **TutorTrac** and do the following:

1. Type Colleague ID # (without the 1st letter) into the open box.
2. Choose "work" as the reason.
3. Then click the "continue" box twice.

Clocking Out

When a tutor ends a shift, he or she must log into **TutorTrac** and do the following:

1. Type Colleague ID # (without the 1st letter) into the open box.
2. Click Log Out.
3. Then click the "continue" box twice.

Logging into TutorTrac for Visit Notes

Visit notes are indispensable. They are a public record of the contact and services our students receive, and the data recorded is used by the Instructional Associates and Faulty Coordinator to justify the budget required to maintain and operate the WLDC.

However, tutors also benefit from the visit notes of each other when they assist a common student. This can be done only if careful visit notes are kept by the lead tutor and if other tutors working with the same student review those notes. (See "Lead Tutors" below.)

Ending each session with at least 10 minutes to spare before a tutor's next appointment will give the tutor enough time to write some notes before moving on to another session. It may help to ask the IA (whether online or in-person) to alert you 10 minutes prior to your next appointment so that you can end your session with sufficient time to record your visit notes. Ask the IA which computers in the WLDC are best to use for this purpose. We discourage using student computers, unless it is extremely slow in the center, as tutor notes are part of a confidential student record.

Lead Tutors

When a student meets with more than one tutor, a lead tutor should be identified to ensure that, collectively, tutors are helping the student work within a consistent and coherent plan without merely gratifying immediate and disjointed short-term needs. With the student, the lead tutor maps out areas in which the student will improve and decides on an order in which to address these areas. This information should be recorded in the visit notes

Students who come to the center for independent study or who only drop in for assistance are not assigned a lead tutor. Only students who make weekly appointments have lead tutors.

If the student has only one weekly appointment, then the tutor with whom the student meets weekly is the lead tutor.

If the student is working with an embedded tutor in an English composition class, then the embedded tutor is by default the lead tutor. An IA must inform other tutors who meet weekly with the student of the embedded/lead tutor, via TutorTrac.

If the student is meeting with more than one tutor weekly and does not have an embedded tutor, then an IA will coordinate with the tutors to determine which one will be the lead tutor. The IA's and tutors should consider the following questions when selecting a lead tutor:

- Who is the most experienced tutor?
- Which tutor is the most familiar with the student's courses and/or instructors?
- Which tutor shares the student's cultural background or specialized knowledge?

Communicating with the Lead Tutor

The lead tutor should communicate regularly with the other tutors who meet weekly with a student, sharing long-term goals and providing uniform direction. All the tutors who work with the same student weekly should communicate with each other about the issues and strategies that are discussed and the progress the student makes after each session. This can be done easily by copying visit notes into a weekly email to all. Be sure to communicate confidentially.

Identifying Lead Tutors During Drop-in Sessions

Students who come to the WLDC for independent study or who only drop in for assistance are not assigned a lead tutor. However, occasionally, a student who has one or more weekly appointments also drops in for additional assistance. Tutors who assist drop-in students should ask at the beginning of their session whether the student normally has a weekly tutoring appointment or works with an embedded tutor. If so, then the student should be asked to identify that tutor. If the student has two or more weekly appointments with different tutors, then an IA can identify the lead tutor.

After determining the identity of the lead tutor, the tutor assisting the drop-in student should quickly look up the visit notes from the student's most recent meeting with the lead tutor. Although it will take a little bit of time at the beginning of the drop-in session, reviewing the previous visit notes is an essential step in providing consistency and accountability in tutoring. This practice also prevents "tutor shopping": when students try to get each tutor to do a little of the work for them rather than making progress on their own.

Beginning a Drop-in Session

Tutors are responsible for ensuring that all students have filled out the **Request for Services (RFS) form** and have logged into **TutorTrac** before offering assistance. The tutor should verify that this is done before offering any assistance to a student.

After ensuring that the student has filled out the online **Request for Services (RFS) form**, and has logged into **TutorTrac**, a tutor assisting a drop-in student or one-time appointment should first determine whether the student normally has a weekly tutoring appointment or works with an embedded tutor. If so, then the student should be asked to identify that tutor. If the student has two or more weekly appointments with different tutors, then an IA can identify the lead tutor.

After determining the identity of the lead tutor, the tutor assisting the drop-in student should quickly look up the visit notes from the student's most recent meeting with the lead tutor. In particular, notes about the lead tutor's plans to address reading and/or writing skills are important to consider before beginning a drop-in session.

Tutor Session Questionnaire

At the end of each tutoring session, tutors should complete a short 3-question questionnaire, which is used to record our Service Area Outcomes. Tutors may access this form on one of the computers in the reception area or through the WLDC Community Canvas Site for online tutors.

Student No-Shows

If a tutor has a "no-show," after five minutes, the tutor should alert an IA to call the student. The IA will call to let the student know that he or she is late and should call back or visit the center to make arrangements for canceling or rescheduling the appointment. After 10 minutes, the tutor should no longer wait for the student but ask an IA if there is a drop-in student who needs help. If no other students are available to assist, the tutor should consider the work-related activities listed under "Down Time" within the "Staff Conduct" section of this handbook.

Tip Sheet Creation or Revision

Tutors are expected to work during their scheduled and paid WLDC work time if they are not working with a student. One possible activity is to create or revise a WLDC tip sheet. However, first check with the WLDC Coordinator to avoid duplication of efforts with another tutor. The WLDC Coordinator will keep a written record of who is working on which tip sheets.

A tutor working on a tip sheet should adhere to all WLDC Tip Sheet Style Guidelines (see Appendix A). When the tutor has finished, he or she will submit the tip sheet as an email attachment to the WLDC Coordinator for feedback. After incorporating the Coordinator's feedback and receiving final approval, the WLDC Coordinator will upload the tip sheet onto the WLDC website, and the WLDC IA's will make print copies available in the center.

Logging Time for Payroll in WebAdvisor

Before the payroll deadline, tutors must enter their hours into Self-Service by taking the following steps:

1. Go to **https://yc-self-service.yccd.edu** and log into the Portal.

2. Click Employees

3. Click Time Entry

4. Check the box for your Writing & Language Development Center position and click Submit

5. Enter the time worked in the corresponding box and click Submit

6. On the last day of work for the month, check the box that says, "Checking this box becomes your electronic signature acknowledging your submitted time as accurate and ready for supervisor approval."DO NOT check this box early since you will not be allowed to enter any more time for the month after doing so.

7. Log out of Self-Service.

Referring Students to Assistive Services

Tutors sometimes find themselves in the awkward position of being treated as counselors or therapists, being asked to help resolve complex, and sometimes frightening, life problems.

Although tutors are not qualified to counsel students, nor are they expected to exceed their role as peer tutors, they should not simply ignore a cry for help either. If a tutee exhibits signs of depression, anxiety, or substance abuse—or shares other personal issues that require attention—discuss the problem with an IA and/or Coordinator immediately.

If a student is in crisis, it's best to escort the student to the Counseling department or call a counselor directly to come to the student. You may walk to the front of line, directly to the administrative support. Tutors may also offer other information about available support services. The table below lists some of these support services.

Yuba College Crisis Counseling	Student Services Building (100B)
*Note: If a student is in crisis, it's best to escort the student to the Counseling department or call a counselor directly to come to the student. **It is permissible to walk to the front of line, directly to the administrative support.**	Mon-Thurs 8 am to 6 pm; Fri 8 am to 4 pm Counseling virtual office: **https://cccconfer.zoom.us/j/93958838133** 530-634-7766*
Dusty's Food Pantry	Student Services Building (100B), room 101A Tues-Thurs 10 am to 2 pm 530-741-8988
Health Clinic Students need to log in online or download the app. To access services.	Free 24/7 Virtual Connection with a Medical and Mental Health Professional: **http://timelycare.com/yubacollege**

Financial Aid	Student Services Building (100B), room 101
	Mon-Thurs 8 am to 6 pm; Fri 8 am to 4 pm
	530-749-7999
Extended Opportunity Programs & Services (EOPS)	Student Services Building (100B)
	Mon-Thurs 8 am to 6 pm and Fri 8 am to 4 pm
	530-741-6995
Disabled Students Programs and Services	Building 1800
	Mon-Thurs 8 am to 6 pm; Fri 8 am to 4 pm
	530-741-6795
Yuba College Police Department	530-741-6771 or 530-671-6772
	530-870-1158 (after 4 pm; Sutter County Center)
Sutter-Yuba Behavioral Health Crisis Line	530-673-8255 or 888-923-3800
Crisis Line for Deaf or Hard of Hearing	Video Relay Service: 800-273-8255
	TTY: 800-799-4889
Crisis Text Line	Text "Hello" to 741-741
Suicide Prevention Center National Hotline	800-273-8255 or 916-368-3111
Veterans Crisis Line	1-800-273-8255, press 1
Rape/Sexual Assault Center National Hotlines	800-621-4673 or 800-656-4673
Domestic Violence National Hotlines	916-554-2400 or 800-799-7233
Child Abuse National Hotline	800-422-4453
Sutter & Yuba Child Support Services	866-901-3212
Sutter County Sheriff's Department	530-822-7307
Yuba County Sheriff's Department	530-749-7777
Grief Support Group: Sutter North Health Group	530-749-3665

Narcotics Anonymous	707-422-9234
Substance Abuse Counseling	530-822-7200
Twin Cities Rescue Mission Ministries	866-668-8972
Yuba-Sutter Salvation Army Emergency Shelter	530-216-4530
Casa de Esperanza Sexual Assault/Domestic Violence	530-674-2030
Legal Assistance	530-742-5191

Appendix A: WLDC Tip Sheet Style Guide

Tip Sheet Creation or Revision Process

1. First check with the IA's to get permission to create or revise the sheet. This is to avoid duplication of efforts and allows the IA's to keep a written record of who is working on which tip sheets.

2. You must adhere to all WLDC Tip Sheet Style Guidelines (see below).

3. Your tip sheet must meet common accessibility standards, or you must create an alternative tip sheet that meets accessibility standards. See Tip Sheet Accessibility section below.

4. When you have finished, submit your tip sheet as an email attachment to the WLDC Coordinator for feedback. He will check content, style, and accessibility.

5. After you incorporate his feedback, the WLDC Coordinator will verify PDF accessibility before uploading your tip sheet onto the WLDC website, and the WLDC IA's will make print copies available in the center.

Style Guidelines

All tip sheets must have half-inch margins on all sides.

Use 1.15 line spacing throughout the document.

A standard header containing the college logo and name of the center must appear just beneath top margin. (A digital image of the header may be downloaded from the WLDC Community Canvas site.) The header graphic must span 6 inches across the top of the page. See the graphic below:

For this header graphic, use the following alt text: "Yuba College Writing & Language Development Center." (See "Tip Sheet Accessibility" below.)

A standard footer must appear just above bottom margin, on only the last page of the document.

- The footer text must begin with "Revised by" and the last name or names of those responsible, followed by the date in the following format: MM-DD-YY.

- Next, the following text must be added: "This Yuba College Writing & Language Development Center Tip Sheet is made available under a Creative Commons Attribution Noncommercial 4.0 International License. To a view a copy of this license, visit http://creativecommons.org/licenses/by-nc/4.0."

- The footer must be in Arial 8-pt black font.

Sample Footer:

Arial 28-pt dark navy-blue font must be used for **the title text**. The title must have a 12-pt spacing between it and the standard header. To create the 12-pt spacing, select the text and do the following:

1. Right-click on the selected text.

2. Choose "paragraph…"

3. Under "Spacing" type or toggle the arrows up to 12 pt.

4. Click OK.

Arial 14-point dark navy-blue font, bolded, must be used for any **sub header text**.

Arial 12-pt black font must be used for the body text.

No other font type but Arial may be used in the entire document.

Italics and bold fonts are acceptable.

To avoid copyright infringement, all graphics used must be available under a Creative Commons license agreement or created in-house by the individual(s) revising the tip sheet.

Graphics may be in full color. However, abide by the following color accessibility guidelines:

- Text and graphic elements should have a high color contrast ratio.

- If you use text over images, add a solid background behind the text or a dark overlay to the image.

- Do not use colors to convey meaning. Use icons, written content, and other visual elements (such as underlining, capitalization, and bold).

Tip Sheet Accessibility

it is best to keep accessibility in mind and design an accessible tip sheet from the beginning rather than trying to remediate issues later. To create or revise a tip sheet, use Microsoft Word or a similar word processing application that allows you to check accessibility when creating a document.

Check Color Contrast. Color contrast ratio requirements apply to text and graphics that are essential for understanding the content or functionality. To maintain adequate visual contrast and meet accessibility standards, adhere to the following guidelines:

- All tip sheets must have a white background.

- All text fonts must be black or dark navy-blue. Text over graphics, however, may be in a different font color or with a different background color to create adequate contrast.

- To use text over image, add a solid background behind the text or a dark overlay to the image.

- When instructional graphics are used, they must be presented with accessible color contrast combinations, as can be determined by the **Accessible Color Palette Builder** or **Contrast Grid**.

Use "Styles" in Word while creating your document. First create your title and any sub headers according to the style guide above. Then do the following:

1. Select the title of your document, which should already be in Arial 28-pt dark navy-blue font with a 12-pt spacing before it.

2. On the Home tab, in Styles group, right-click the **Heading 1** style, and then click "Update Heading 1 to Match Selection."

3. Select a sub header in your document, which should already be in Arial 14-point dark navy-blue font, bolded and all caps,

4. On the Home tab, in Styles group, right-click the **Heading 2** style, and then click "Update Heading 2 to Match Selection." For all other sub headers, select the text and simply click the "Heading 2 style in the Styles group.

Add alt text to the standard header image and any other images in your tip sheet:

1. To do this, right-click the image and select "Edit Alt Text."

2. In the Alt Text pane, type 1-2 sentences to describe the object and its context to someone who cannot see it.

   a. For the standard header, type the following: "Yuba College Writing & Language Development Center."

3. If the image is purely decorative, added only for visual interest and not informative, then you can select the check box next to "Mark as decorative."

Although **Microsoft Word's built-in accessibility checker** will not catch everything, it will help you find and fix a lot of things. Do the following:

1. Click the "**Review**" tab on the ribbon.

2. Click the "**Check Accessibility**" icon. (Or in the "**Tools**" menu, click "**Check Accessibility**.")

3. In the pane that appears beside your document, you will see a list of accessibility issues. Click an issue to highlight it in your document. The accessibility checker will suggest how to fix the problem you've selected.

If you are using the following graphic elements in your tip sheet, you may need to create an alternative accessible document that omits most if not all of them:

- Pictures that are not in line with text

- Other graphical elements, such as shapes

- Textboxes that are not in line with text

When you save your Word document as a PDF, the accessibility corrections you made will save with it. However, because Microsoft Word's built-in accessibility checker does not catch everything, the IA and/or Coordinator will verify PDF accessibility by using the accessibility tools in Adobe Acrobat Pro DC before uploading your tip sheet to the WLDC website.

Appendix B: Online Tutoring

Technology Checklist

- Use a laptop, desktop, or tablet to log onto Zoom (not a phone)

- We have found that Google Chrome and Mozilla Firefox are the easiest browsers to use.

- Ensure that your browser is up-to-date and you've given the right permissions to access your microphone and camera.

- Check that you have reliable internet, microphone, speaker, and camera. Low-quality connections can prevent an online tutoring session from being effective.

- **Have a technology backup plan.** For example, you must know what you will do if the "share screen" option doesn't appear to be working during your session. You must know what to do if the audio is not working, or if the internet connection is spotty.

Log-in Procedures

- In order to prevent unauthorized entry by persons who do not belong in online tutoring sessions and to protect our staff and students from harassing interruptions, we have instituted a concierge service on the platform. Your safety while in this learning environment is paramount.

- A staff member will admit students to the **Zoom** session (940 6197 9528) waiting room.

- Just as the students are required to do, you as a tutor should sign into Zoom using your **first and last name**. Do **not** type your ID number as your screen name.

- Log yourself into **TutorTrac**.

- When students are admitted to the Zoom session, they will be invited to join the appropriate **breakout room**, where tutors will already be waiting.

- Individuals who do not have appointments may be asked by staff to provide their ID number for verification. Individuals who we are unable to verify will not be admitted to a tutoring session.

- **Important**: Keep your phones near you and have available the phone numbers for the Sutter County Library & Learning Services Program Specialist (530-751-5562) and the WLDC IA desk (530) 740-1710, where you can find help in an emergency.

Tutoring Session

- Make sure that you are seated in a professional environment. You should not be lying on your bed, driving your car, or otherwise engaged in personal activities. You should be seated upright in an area that is not too informal with enough lighting; you may wish the blur the background of your video feed in Zoom.

- **At the start of the session**, ask for the student's name and ID number and log the student into **TutorTrac** under the **YC Online Tutoring** center. Tutors are responsible for doing this.

- Invite the student to turn on his or her video. Explain that the session will be much more effective if you can see the student while working on reading or writing problems.

- Ensure the student knows how to **share screen**

- With the student, set goals and expectations for the session.

- Ask to see a copy of the writing prompt.

- If student is working from an area where background noise is distracting, demonstrate how to adjust the audio to **suppress background noise**.

- If student is experiencing an audio echo, explore the possible **causes and solutions**.

- For a hearing impaired student, you should enable closed captioning by clicking on the **"Live transcript" button**.

- You may **record a tutoring session** for training purposes, so that a Coordinator or IA can provide feedback when viewing later. Or you may do this to review your session privately on your own to self-evaluate.

  - HOWEVER, **you must have the explicit recorded permission of the student to do this**. While recording, ask *"Do I have your permission to record this session*?" The student must give an audible "YES" before continuing with a recorded session. Make sure that both your question and the student's response are recorded.

- If a session is going long (more than 50 minutes/1 hour), you should briefly return to the main Zoom room to check in with IA and re-assess session goals with student as needed.

- If you have no other appointments and no drop-in students waiting for help, you may go over the hour with a student, if both you and the IA deem it appropriate.

- Log your student out of **TutorTrac**. Tutors are responsible for doing this.

End of Session

- At the conclusion of your session, log your student out of **TutorTrac**. Tutors are responsible for doing this.

- Let the IA know when the appointment leaves.

- Ensure all notes are recorded in **TutorTrac** before the end of the day.

Down Time

You are expected to work during scheduled and paid WLDC time, even if not engaged with a student. You should consider the following work-related activities:

- Participate in WLDC Community Canvas discussions and activities

- Revise/Update WLDC tip sheets and resources

- Create WLDC tip sheets or other resources

- Participate in outreach efforts, such as class presentations, the creation and distribution of flyers, and/or online/social media posts

- Observe a more experienced tutor working with a student