

## Peer Tutoring Protocol – Graduate Level Courses

1. Academic issue is identified
  - a. Student initiated OR
  - b. Faculty instructor initiated
2. Student conferences with faculty instructor
  - a. Faculty instructor reviews work with student (exam, quiz, paper, etc.) to determine the deficit areas.
    - i. Option 1 – faculty instructor provides necessary remediation
    - ii. Option 2 – faculty instructor determines **writing support** is needed. Please refer to Writing Support Protocol for next steps.
    - iii. Option 3 – faculty instructor determines **tutoring** is appropriate.
      1. Student completes a Request for Peer Tutoring form, available online at [www.naz.edu/css-tutoring](http://www.naz.edu/css-tutoring)
      2. Faculty instructor identifies a potential tutor(s), in consultation with the Program Director and indicates the tutor on the online request.

*Note – The goal is for the process to move forward quickly once the instructor determines tutoring is appropriate. In some cases, the instructor may be able to recommend a tutor from amongst the other class members. However, Program Director approval is required to establish and ensure continuity of process.*

        - a. The instructor and Program Director identify a student who has already completed the course or a student currently in the course to serve as a tutor.
        - b. If no peer tutor can be identified, the faculty instructor provides reasonable help to the student in question.
      3. Once a peer tutor has been identified and has agreed to provide services, the peer tutor completes the Tutor Application process including Training and a Work Authorization form. The Tutor Application is available online at <http://www.naz.edu/css-tutoring>. The Work Authorization form is available in CSS or the Payroll Office, Smyth 40.
        - a. The Tutor Coordinator in CSS, gives the student in need of tutoring the contact information (phone and email) for the peer tutor and the student makes arrangements to meet.

***Note: As is the case for undergraduate tutoring, students are limited to 2 hours of tutoring per course per week.***
        - b. If there is more than one student in the class in need of tutoring, arrangements should be made for the students to work together in a group setting for the tutoring whenever possible.
        - c. As the faculty instructor has the best sense of student understanding and performance across the class, the faculty instructor can determine if a general class announcement about the tutoring support is in order.
      4. Peer tutor enters tutoring session information in online tutor log.

---

### **Peer Tutoring – High Risk Courses**

1. Program directors at the graduate level are notified at the start of each term to identify “high risk” courses for which data has shown a higher than average level of deficit grades.
2. The program director may choose to work with the faculty instructor to identify a peer tutor early in the semester (from within the class or someone who has already completed the class).
3. The peer tutor would then work with the faculty instructor and the class members to identify various points in the semester for group support (e.g., study sessions in advance of quizzes, tests, etc.).
4. The peer tutor completes the Tutor Application, Training and Work Authorization form as outlined above.
5. Peer tutor enters tutoring session information in online tutor log.