



Syllabus Tutoring Foundations

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1. Who This Program Is For

- Professional and para-professional tutors
- Peer Tutors
- Learning center staff and administrators
- Teachers
- Trainers
- Coaches (academic & sports)
- Parents

Some of whom may work at:

- Private and school learning centers
- Professional associations
- Community organizations
- Corporate training departments
- Governmental education agencies

2. Curriculum Summary Description

“Tutoring Foundations” is the only on-line professional tutor training curriculum developed in partnership with, and recognized by the [National Tutoring Association](#)* (NTA) and [Fielding Graduate University](#)*, School of Educational Leadership and Change. It has been designed to improve one-to-one training skills as well as advance career and credentials. Whether the participant is new to the field, or has an established career in tutoring or coaching, this state-of-the art curriculum offers a unique enrichment opportunity. Each participant will acquire new skills based on the most current research and the best practices from a wide range of experts in the tutoring and coaching fields.

"Tutoring Foundations" is the only online training curriculum that assigns an advanced certified tutor/instructor to each participant for interactive feedback and professional development.

This eleven course curriculum is:

- Offered entirely on-line
- Asynchronous and self-paced
- Expected to require four to five hours of learner participation per course
- Offered as a comprehensive program, or in basic, intermediate or advanced modules.
- Includes continuous supervision and assignment review by a Master Tutor/Mentor
- Available immediately after credit card signup or entry of pre-assigned codes

Professional and peer tutors will be prepared to perform tutoring at progressively higher nationally certified levels of methods and strategies. Participants will engage in a variety of activities designed to reinforce key concepts and develop skills in fundamental tutoring techniques as well as ethical and legal considerations. A passing grade for each module is

based on participants' interaction with a Master Tutor/Mentor/Teacher including reviewed assignments, quizzes and reviews.

* Academic Partners



Founded in 1992, The National Tutoring Association, or NTA (ntatutor.org) is an international organization of tutoring professionals, currently representing nearly 5,000 tutors and learning center administrators, including colleges, universities, K-12 schools, community and grant supported programs, NCLB/SES and “Trio” providers as well as independent tutoring centers and their staffs. Their members include peer, paraprofessional, professional, volunteer, and private practice tutors.



Fielding Graduate University (www.fielding.edu) has an international reputation for the highest quality accredited graduate degree and certificate programs in three schools: Psychology, Human & Organization Development and Educational Leadership & Change. Fielding is renowned for its innovative contributions to academic research, lifelong learning and social justice.

3. Certification and CEU Options

Upon successful completion of the “Tutoring Foundations” comprehensive program or the basic, intermediate or advanced modules, a student may choose to apply for one or both of the following:

- **Tutor Certification** by the National Tutoring Association. Professional, Para-professional and peer tutors from Learning Centers have different requirements and fees. Contact info: www.ntatutor.org, (863) 529-5206.
- **Continuing Education Units (CEUs)** provided by Fielding Graduate University. A processing fee of \$60.00 (not included in the course fee) is payable to Fielding Graduate University in order to support verification of the CEUs to inquiring agencies. Applicants must have attained a bachelors degree or higher in order to receive these CEUs. Contact info: www.fielding.edu, 800.340.1099

4. Learning Format and Subject Mastery

Format

Learning steps for each topic within a section are structured to uniquely reflect the content covered and course author learning goals. In general, learners are required to complete the following steps for each topic:

1. Pre-study topic knowledge scan
2. One or more readings

3. A mastery study session
4. One or more assignments (journal entry, essay, problem solving exercise or case study)
5. Post-study topic knowledge scan

There is a quiz for each section and a final review is completed at the end of each module or the Comprehensive program.

Subject Mastery

Upon completion of the comprehensive program (or all modules), students will have demonstrated knowledge and understanding of:

- History and philosophy of tutoring
- Tutorial responsibilities/ethics
- Basic learning theory
- Age Appropriate Tutoring
- Setting goals and planning
- Basic communication skills
- Managing time and stress
- Tutoring specific subjects areas/skills
- Evaluation and assessment
- General study skills
- Reading/Writing tutoring techniques
- Critical thinking skills
- Conflict resolution techniques
- Building relationships with parents/teachers
- Understanding/dealing with culture shock
- Learning styles/multiple modalities
- Test preparation techniques
- Basic forms of questioning and reinforcement
- Tutoring Non-traditional learners
- Group dynamics in tutoring
- Maintaining records/securing paperwork
- Legal Considerations

Please see the [Courses, Sections, Topics](#) Section below for a detailed breakdown as well as the courses contained in each module.

5. Student Qualification and Technical Requirements

To take the course, each student is required to have:

1. English reading and writing skills at grade 12 or above
2. Basic computer skills, including the ability to:
 - a) Use a web browser, including saving web page URLs
 - b) Use a word processing program
 - c) Create folders for saving documents/files
 - d) Download, save to a specific folder, and upload documents/files
3. Regular access to at least one computer with:
 - a) A high-speed internet connection (access is possible with a 56K modem, however course operation will be slow)
 - b) An approved combination of operating system and browser, including:
 - 1) Windows XP or Vista and the Internet Explorer web browser on a system with at least 512K RAM and a 1.2 Ghz Pentium 4 Processor or equivalent

- 2) Macintosh OSX 10.2 and the Firefox web browser
- 3) Pop-up blockers must be turned off in all browsers
- c) Word processing software that can open, edit and save .rtf format files

6. Enrollment Process

1. Payment accepted by *Crossroads of Learning*
2. Authentication code provided to purchaser by email
 - a) In order to insure teacher availability for all enrollments, this code expires in one month if unused. Please contact *Crossroads of Learning* in the event you need a replacement code, or wish to purchase multiple codes to be used over an extended period of time.
3. Student registers at the on-line campus with their authentication code.

7. Courses, Sections and Topics

This pass/fail graded curriculum is offered entirely on-line and includes four to five hours of student participation per course. It may be accessed as one "Comprehensive" program or as separate modules:

- Comprehensive Program – Courses 1001 to 1011
- Basic Module – Courses 1001, 1002 to 1004, 1011
- Intermediate Module – Courses 1001, 1005 to 1007, 1011
- Advanced Module – Courses 1001, 1008 to 1010, 1011

Sections and Topics

1001 – Introduction to "Tutoring Foundations" and the BrainX System

- BrainX Campus Tour
- Course Syllabus and Requirements
- Study Sessions and Mastery

1002 – The History, Philosophy and Basics of Tutoring

- The History and Philosophy of Tutoring
- Basic Forms of Questioning and Teaching
- Balancing Your Roles As a Tutor: Ethics, Etiquette and Technique
- Basic Tutoring Procedures

1003 – Tutoring as a Communication Process

- Effective Listening Strategies
- Effective Speaking
- Non-Verbal Communication
- Individual and Group Dynamics
- The Role of Cultural Awareness
- Understanding Culture Shock

- 1004 – How Students Learn: Styles and Strategies
- Thinking Ruts and Procrastination
 - Developing Critical Thinking
 - Solving Problems
 - Learning Styles and Brain-Based Learning
- 1005 – Assessments: Tools and Timing
- Prescriptive Learning and Assessment
 - Assessment Methods
 - Learning Style Assessment
 - Knowing When to End a Tutoring Relationship
- 1006 – Selection and Application of Study Methods
- Methods that Encourage Success
 - Study Preferences
 - The PQ4R Reading Technique
 - Test Preparation Tips
- 1007 – Subject Specific Tutoring Strategies
- Reading and Vocabulary Development
 - Writing Development
 - Mathematics and Science
 - Tutoring with Today’s Technologies
- 1008 – Additional Practices and Resources That Support Tutorial Services
- Building Relationships with Parents and Teachers
 - Dealing with Difficult Students and Situations
 - Techniques for Conflict Resolution
 - Recognizing When You Need Assistance
- 1009 – Managing Time and Stress for Tutors and Students
- Short and Long Term Benefits of Effective Time Management
 - Time Management Strategies
 - Helping Students Schedule Their Time
 - Stress Management
 - Stress Reduction and the Positive Aspects of Stress
- 1010 – Legal Considerations for a Tutoring Practice
- FERPA, HIPAA, IDEA, the Rehabilitation Act and the ADA
 - Sexual Harassment
 - Program, Tutor and Student Evaluations
 - Copyright Issues for Educators
- 1011 – Final Course Review
- Student/Teacher Telephone Conference or Final Essay Exam
 - Course Evaluation

8. Completion Requirements

In order to receive credit for the curriculum, participants are required to:

1. Complete all reading assignments and write pre and post reflections on each section.
2. Complete and submit (and if requested, redo) all assignments to a satisfactory level.
3. Attain a score of 100% on each end-of-course quiz based on the study session questions associated with the course readings.
4. Meet with their assigned Master Tutor/Mentor/Teacher (MTMT) throughout the course as determined by the MTMT.
5. Successfully complete the "Comprehensive" program within 14 weeks, or individual modules within six weeks, from purchase of the authentication code issued for registration. Course access may no longer be available to students after this time has passed.

9. Refund/Cancellation Policy

A refund of purchase price less a 10% processing fee will be given if the authentication code delivered to the purchaser has not been used and a written request for a refund is made to the Registrar (email registrar@crossroadsoflearning.com). Refunds requested after use of the authentication codes will be considered on a case by case basis solely at the discretion of *Crossroads of Learning*.

Any payments via credit card, check or money order which are stopped by the purchaser or unavailable due to insufficient funds may result in course cancellation without notice at the discretion of *Crossroads of Learning*. Inappropriate behavior by students may also result in immediate cancellation without refund at the discretion of the Registrar.

In order to insure teacher availability for all enrollments, authentication codes expire in one month if unused. Please contact *Crossroads of Learning* in the event you need a replacement code, or wish to purchase multiple codes to be used over an extended period of time.

10. Registrar's Office

Questions regarding courses and enrollment, including financial issues, should be directed to the Registrar at *Crossroads of Learning*, 4634 Leir Drive, La Canada CA, 91011, 818.249.9692 xt 9004, registrar@crossroadsoflearning.com.