Access & Diversity of The University of British Columbia
Strategic Learning Form

Name: ____________________________  Student number: _____________________  Faculty: _____________ Year of Study: ___
Phone number: _____________________  Email address: _____________________  Date of Request: ______________________

I want to work with:
☐ Peer SCL Tutor – for ongoing support through the term
☐ Access & Diversity Learning Strategist: for 1-3 sessions for assistance developing individualized learning goals and strategies and/or introduction to relevant assistive technology

Area(s) of Strategic Weakness for Tutoring (check a maximum of three):
☐ Reading
Develop strategies to approach different types of written material (academic articles, scientific reports, novels, poetry, etc.) and to achieve different reading goals (e.g. content memorization, drawing out themes and arguments, etc.).

☐ Writing
Analyze the assigned writing task and the area(s) of difficulty – e.g., style, grammar, structure, “writer’s block”, etc. Develop and assess strategies to meet the challenges.

☐ Study Strategies
Develop a personalized set of strategies to study effectively. Learn to assess and monitor your study strategies to ensure you are studying optimally.

☐ Exam Strategies
Analyze the type of exam, and the challenges it presents. Develop self-monitoring skills to assess which study strategies will best meet challenges of the exam.

☐ Conceptualization
Explore ways to understand and master complex material, and determine which ones are most effective in different contexts and for different learning styles.

☐ Memory Retention/Retrieval
All clients have different learning styles and may benefit from different techniques. Assess which memory-retention techniques work best, and develop new ones.

☐ Note-taking
Acquire strategic note-taking skills, including how to screen for essential vs. non-essential information, how to organize notes, and how to use notes for effective studying.

☐ Time Management
Create realistic and achievable time-management plans, including prioritizing and scheduling tasks, and assessing time budgets.

Objectives
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

Areas of Strategic Strength:
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

Content Areas of Focus (please specify courses):
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

Additional Requests (i.e. gender preference, etc.):
_____________________________________________________________________________________________________
No. of hours requested: _______  No. of courses per semester: _______  A&D Advisor: ________________________________
Terms of Agreement

1. Tutor Matching:
Tutor matches are completed by the Senior Peer Assistant. The Senior Peer Assistant has access to this form and completes the match based solely on the information you provide here. You will be matched based on the availability of tutors and there is no guarantee that accommodations can be made regarding the qualifications of said tutor. The Senior Peer Assistant will contact any available tutor disclosing only information regarding your content focus and areas of strategic weakness. If the tutor agrees, you and your tutor will be sent a confirmation email, disclosing personal contact information so that you may begin tutoring immediately.

2. Conduct:
The tutor-client relationship is a professional, working relationship. A friendly and comfortable rapport can make the learning experience more effective, but socializing should be kept to a minimum during tutoring appointments. Tutors and clients should maintain an arms-length and respectful relationship. Sexual, racial and/or physical harassment by either party will not be tolerated.

3. Scheduling and Cancelling Appointments:
You and your tutor will arrange a weekly schedule. If an appointment must be cancelled, tutors and clients should provide at least 24 hours notice to each other. Tutors are instructed to wait only fifteen minutes when clients fail to show up for a scheduled appointment; clients should do the same. If appointments are missed more than three consecutive times or a client does not respond to tutor’s contact within two weeks of the match being made, the tutoring service is no longer considered necessary and will be cancelled. Notify the Senior Peer Assistant or Accessibility Advisor.

4. Role of the tutor:
Your tutor cannot interact with your professor/instructor on your behalf. If your tutor is also your T.A., they will not mark your assignments or exams. It is not appropriate for you to call upon your tutor, on a regular basis, to answer “quick questions” outside meetings. To do so goes beyond the scope of their responsibilities and prevents the implementation of the SCL method of tutoring.

5. Tutoring venues:
Tutoring should be conducted in a safe, public area, on UBC campus. Other people should be in the general vicinity – a faculty building might be appropriate during the day, but after hours when no is around, it is not. Possible locations include group study areas in libraries, empty classrooms with the door left open, and student lounges. Inappropriate locations include private residences, licensed establishments, and classrooms with closed doors.

6. Academic Integrity and Plagiarism
Where any work of the client is subsumed in whole or in part by the thoughts of the tutor, both parties are subject to an allegation of plagiarism. Tutors and clients are often surprised by the range of activities officially considered plagiarism. To avoid any possibility of academic dishonesty, and to properly apply the SCL model, tutors and clients should not work on assignments that will be handed in.

I have read and agree to the terms above. I understand that violating any of these terms may result in a review of my participation in SCL tutoring.

Print name ____________________________  Client Signature __________________________ Date _______________

Advisor Signature ______________________  Date _______________