

BAKER CENTER FOR LEARNING

Tutor Application

Semester applying to work: Spring, Summer, Fall _____ (year)
(circle one)

Name: _____ TC3 ID: _____

Address: _____ Birth Date: _____

TC3 Email: _____ Would you like us to contact you by text message? Yes No

Other Email: _____ Are you a U.S. Citizen? Yes No

Phone: _____ If NO, what type of visa do you hold? _____

Cell Phone: _____ Are you eligible for workstudy? Yes No
(through financial aid)

of semesters completed at TC3 _____

Have you ever been convicted of a criminal offense or are there criminal charges pending Yes No
If yes, please explain fully on reverse side or separate sheet.

Which subject are you interested in tutoring? (Other subjects are listed on back of schedule sheet.)

Accounting Math Writing Other _____

Please list prior relevant college courses, grades and instructors.

	Course	Grade	Where Taken	When	Instructor
1.					
2.					
3.					
4.					

Please list prior work experience

	Place of Employment	Dates Worked	Position	Supervisor	Phone
1.					
2.					

ROLE AND EXPECTATIONS OF
BAKER COMMONS STUDENT WORKERS

The role of a student tutor or technology support person is to assist the student in learning information and skills necessary for effective academic performance. The tutor/technology support person should act as a facilitator of the learning process, at all times attempting to keep the student actively involved with the goal of helping the student to become an independent learner.

As a tutor/technology support person, you will:

1. Be on time for your shifts. Students depend on you to be available at advertised times. If you must be late or absent, try to find a replacement or at the least, contact the Commons receptionist in advance.
2. Participate in training to learn about policies and procedures, strategies, and to share experiences and suggestions with other workers. In addition, sign the training contract.
3. Demonstrate knowledge in your content area, as well as a willingness to learn new information throughout the semester.
4. Serve as a role model for other students and represent the Baker Commons respectfully.
5. Dress appropriately for the work place.
6. Follow the procedures established for your particular job assignment.
7. Check with a supervisor, when not working with students, to determine how you can assist the Baker Commons in some other way.
8. Seek out Baker Commons professional staff members, when appropriate, to discuss problems and issues related to academic support.
9. Refer students, when appropriate, to Baker Commons professionals or other College services.
10. Maintain good attendance in all of your classes with a "B" average in courses related to your tutoring, a "C" average in all others.
11. Come prepared to work, **not socialize**, in order to maintain a positive and respectful attitude, and to provide a supportive environment for learning.
12. Keep abreast of all news and important information about trainings and other Baker Commons happenings.

The information I have provided on this application is accurate. I have read and understand the role and the expectations of Baker Center employee. I understand that I must be in good academic standing to work in the Commons and I hereby give permission to the Baker Commons professional staff to access my academic records and/or to talk with faculty members to confirm my continuing eligibility for employment.

Signature

Date

I fully understand and accept the above responsibilities as a student tutor/technology support person at the Baker Commons.

Signature

Date

Other Hats - What Can You Help With?

Name: _____ Phone: _____ Semester: _____ Email: _____

You are applying for a position tutoring (main subject): _____

We sometimes ask our tutors to work in other areas as well. Please check all the subjects in which you feel comfortable and with which you would be able to help out on occasion.

**Yes, I
can
Help** **Circle Specific Courses & Add
Comments**

Accounting-ACCT		101, 102, 120, 203, 204, 205, 207, 208
Art History-ART		101
Astronomy-ASTR		101
Biology-BIOL		100, 101, 102, 104, 105, 112, 114, 115, 131, 132, 201, 202, 205, 206, 211, 216, 220
Business Communication-BUAD		101
Business Law-BUAD		201
Business Math-BUAD		104
Chemistry-CHEM		100, 101, 102, 107, 108, 205, 206
Criminal Justice-CRJU		105
Economics-ECON		101, 120, 121
ESOL		
French-FREN		101, 102
Geology-GEOL		101
History-HSTY		101, 102, 111, 201, 202, 225, 233, 252, 253, 255
Humanities-HUMS		105
Math		135, 181, 201, 202, 203,
Meteorology-METR		101
Philosophy-PHIL		101

**Yes, I
can
Help** **Circle Specific Courses & Add
Comments**

Physics-PHSC		104, 105, 211, 212, 213
Psychology-PSYC		103
Sociology-SOCI		101
Spanish-SPAN		101, 102
Statistics-MATH		200
Writing		
Computer Related:		Circle the Course you can help with:
Word		CAPS111, CAPS113
Excel		CAPS121, CAPS123
Databases		CAPS131, CAPS133
Powerpoint		CAPS141
WebPage Design		CAPS152, CAPS153
Javascript		CAPS154
C I S		108, 132, 213, 214, 220, 225, 227
CSCI		160, 165, 210

Learning Commons Student Worker - Times AVAILABLE to Work

Name: _____ Semester Applying For: _____

Major: _____ Today's Date: _____ Phone: _____

*# of Hours per Week Desired: _____ **TC3 Email:** _____
(15 hrs. is College's Max.) Please Print Clearly

Indicate the times you are available and willing to work by placing an "A" in the appropriate time blocks. Do not put your classes on this sheet. (This is a test; please follow directions!)

	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday
8 - 9 a.m.						
9 - 10 a.m.						
10 - 11 a.m.						
11 - 12 p.m.						
12 - 1 p.m.						
1 - 2 p.m.						
2 - 3 p.m.						
3 - 4 p.m.						
4 - 5 p.m.						
5 - 6 p.m.						
6 - 7 p.m.						
7 - 8 p.m.						
8 - 9 p.m.						

*It is more useful to us if you can work in at least 2-hour blocks and if you can work a minimum of four hours per week. **FYI:** The college does not allow students to work on campus for more than 15 hours per week during the fall and spring semesters.

*Submit this test together with your application forms.

Name: _____

Date: _____

WRITING TUTOR ASSESSMENT TEST

I. **Identify** and **correct** the errors or weaknesses of the following sentences (e.g., lack of sentence balance and parallelism, inconsistent or vague pronoun usage, dangling modifiers, punctuation, etc.). If you think the sentence is correct, simply write "correct" in the space provided.

- a. While you're downtown, please pick up the dry cleaning, return the library books, and the car needs washing too.
- b. Me and her have a very good relationship.
- c. We do not want to stay home during our vacation, but a trip is not something we can afford.
- d. The coach exclaimed, "we have to win this game."
- e. Wanting relief from her headaches, Carla asked her doctor if acupuncture could really do you any good.
- f. When she was a little girl she wanted to be a ballerina.
- g. The book's author, which is about the current state of education in America, came to our college.
- h. The secret is between you and I.
- i. As the elderly woman climbed the long staircase, she breathed hard and was grabbing the railing tightly.
- j. Joe almost dropped out of high school, for he felt they emphasized discipline too much.
- k. Our house has a broken garage door, shutters that are peeling, a torn fence, and a crumbling chimney.
- l. My grades are very good this semester, my social life rates only a C.

