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ACADEMIC PEER ADVISOR PROGRAM MISSION

The mission of the Academic Peer Advisor Program (APAP) is to assist the students of Oral Roberts University (ORU) to live up to their full academic potential.

The APAP aids students in their academic pursuits by providing academic assistance, encouraging scholastic excellence, leading study groups, teaching the principles of time management, stress relief, and different study techniques, and referring to services provided on campus.

The APAP also devotes its attention to ensuring the educational enhancement of first-time freshmen, seeking to advance them successfully beyond their first year at ORU. Ultimately, the APAP seeks to create a stronger intellectual environment at ORU.

In all, our mission is summarized in this: Veritas et Scientia per Deum – Truth and Knowledge through God.

ACADEMIC PEER ADVISOR PROGRAM VISION 2008-2009

The vision of the Academic Peer Advisor Program for the academic year 2008-2009 is to Be Transformed. The vision is based on Romans 12:2, which challenges its readers to not be conformed to the things present in this world, but to be transformed by renewing our minds.

ACADEMIC PEER ADVISOR PROGRAM THEME 2008-2009

“And do not be conformed to this world: but be transformed by the renewing of your mind, that you may prove what is that good and acceptable and perfect will of God.” Romans 12:2 (NIV)

The Academic Peer Advisor Program for 2008-2009 challenges to “Be Transformed.” We will work toward transforming ourselves, and assisting our peers in their own transformation. As the Academic Peer Advisor Program, we desire to assist the student body in the goal of transformation. We believe that all areas of academic study lead to a better understanding of God and His characteristics.

“It would be a strange God who could be loved better by being known less.”
-Frank Sheed, Theology and Sanity.

ACADEMIC PEER ADVISOR PROGRAM ANSWER STATEMENT

Our call is to help students in all facets of academic life. Veritas et Scientia per Deum – Truth and Knowledge through God.
ACADEMIC PEER ADVISOR PROGRAM AXIOMS

**Excellence**

We are called to be a person of excellence. We will be excellent in everything we do. We shall exhibit excellence in our own academics and those we are called to help.

**Commitment**

We are people committed to our purpose. We are committed to help each other and support each other in everything. We are committed to see people succeed in their academics and reach their potential.

**Community**

We are a close-knit community with Jesus the center of everything. We are to foster a sense of community with each other at all times. We will build a strong community with the people around us that cannot be broken.
“And do not be conformed to this world: but be transformed by the renewing of your mind, that you may prove what is that good and acceptable and perfect will of God.”
Romans 12:2 (NIV)

The Academic Peer Advisor Program for 2008-2009 challenges itself to “Be Transformed.” We will work toward transforming ourselves, and assisting our peers in their own transformation. We choose to transform ourselves to hear God’s calling for our own lives and support each other through this challenge.

As the Academic Peer Advisor Program, we desire to assist the student body in the goal of transformation. We also believe in helping each student fulfill their purpose and calling as they choose to transform themselves physically, spiritually, mentally and academically. We believe that all areas of academic study lead to a better understanding of God and His characteristics. Through this, each student will reach their destiny in life and be transformed to live a renewed life in Christ.
ACADEMIC PEER ADVISOR JOB DESCRIPTION

1. Assist in Harbor, New Student Orientation, and Registration for the Fall and Spring semesters.

2. Active participation in APA Training and Harbor Training in the Fall.

3. Conduct study stops (breaks or groups) for your respective wing.

4. Fulfill all hours per week as part of the Individualized Tutoring Program (ITP) and assist all students seeking help in your specialized major and/or course.

5. Help students with scheduling courses, understanding university procedures and policies, finding classrooms and departments, and any other logistical or academic need. Perform adequate follow-up to assure student’s needs have been met.

6. Attempt to meet individually with each student on your wing at least three times each semester or more frequently if needed.

7. Attempt to meet with every freshman on your wing for at least 10 minutes per month for the first three months to assure college life stability.

8. Help students achieve good study habits by assisting them in managing their time by using 12-hour, 24-hour and 15-week schedules (these can be obtained in the Office of Student Resources, the APA Office, or online at apap.oru.edu). Other tools can also be located in the Tutoring Center to enhance study skills. Please encourage the importance of class attendance, time management, good study skills etc.

9. Participate in at least TWO P.A.C.E sessions each semester.

10. Be available to tutor and assist students in their academic endeavors.

11. Attendance is required for ALL Academic Peer Advisor meetings.

12. Be familiar with all ePortfolio systems and be available to assist students in this regard (information is available at eportfolio.oru.edu or the APA Handbook).

13. Attend ALL Academic Peer Advisor Program events, including but not limited to orientation sessions, training seminars, Fall and Spring Registrations, retreats, banquets, fundraisers, Workdays, Employee Appreciation day, All Student Leader sessions, etc.

14. Be involved in one facet of the APA Program such as Events, Academic Edge, Study Guides, the P.A.C.E system. Report to the appropriate Head APA as required.
15. Be present at all hall meetings. The purpose, of course, is to support and compliment the other leadership programs and to announce all relevant academic information.

16. Become an active member of your wing. Be supportive and helpful to all students on your wing and encourage them to participate in floor functions and university events.

17. Support and compliment other student leadership programs on your wing, floor, dorm and campus.

18. Be familiar with the services, locations, hours, and extensions of various offices and departments on campus.

19. Complete and turn in weekly reports to your Head APA by the designated deadline. This is used to report your progress on your wing and any concerns or comments you may have.

20. Be excited and stay positive in everything you do as you seek to change the lives of the people around you.

This APA Job Description is subject to change at any time. Failure to follow the above mentioned responsibilities may result in certain disciplinary actions and/or removal from the Academic Peer Advisor Program.

**PREPARATION ON BEING AN APA**
BEFORE LEAVING FOR THE SUMMER

1. Pay room deposit and turn in all Student Leader forms to ORU Housing.

2. Verify all summer contact information and personal information is current and that you are easily reachable with your Head APA.

3. Be familiar with the ORU Course Catalog on the website, and familiarize yourself with both the ORU Student Handbook and the APA Handbook over the summer.

4. Get acquainted with your future R.A. and Chaplain for the next academic year. Get their contact information for the summer and communicate with them.

5. Visit your future wing to become familiar with the people, traditions and atmosphere.

DURING THE SUMMER

1. Pray diligently for your floor and its members. Seek God for a vision for your leadership in the upcoming school year. Seek His will for the direction your floor should go. Set goals pertaining to this vision and to how God wishes you to grow as a leader.

2. Collect scriptures to support God’s vision for you.


4. Notify the APA Director of any changes in your plans. Email Danny Ziriax at dziriax@oru.edu or capap@oru.edu.

5. Read the ORU Handbook in great detail. Make a note of any questions or uncertainties you have. Concentrate on the sections that contain academic information. Do not assume you know the policies. The handbook can be found on the ORU website or the APA website (apap.oru.edu).

6. Read over the APA Handbook in great detail.

7. Read the assigned leadership summer reading book(s).

8. Become familiar with the campus resources, departments, and their hours.

9. Plan travel accordingly to return promptly in August for Training during the designated arrival date. Contact your Head APA in case of emergency travel problems.
P.A.C.E. – PEER ADVISORS COACHING AND EDUCATING

PACE is a tutoring program sponsored by the APA Program. Students meet with APAs for assistance in various school courses. Members of the APA program are available to help in the subjects assigned for that night. This allows APAs to assist students in their major, an opportunity they may not have on their wing. It also allows students get help from other APAs if their particular APA cannot assist in a particular subject. All members of the Program are required to assist with PACE on a regular basis. (You must work PACE at least TWICE during each semester. When signing up, be sure to put down all subjects that you feel comfortable tutoring. Your name and subjects will be advertised in the Academic Edge.)

STUDY STOPS

Every APA is required to host a Study Stop on his or her floor. Study Stops must be held weekly at a consistent day and time during the month of August and September in the Fall and during the month of January in the Spring. During the other months, Study Stops will be held every other week (twice a month).

The purpose of a Study Stop can be academic, social, or both. To have an effective Study Stop, be sure to plan well in advance. It is also helpful to have a theme for every Study Stop. Below are a few suggested ideas if you have trouble creating ideas for your study stop. Other ideas can be found on the APAP website:

1. Choose an interest or hobby of yours.
2. Determine a way of sharing this interest or hobby with your floor.
3. Create a theme.
4. Obtain related materials (food, decorations, etc.).
5. Post signs.
6. Announce the event at hall meeting.

Study Stops are not designed for the APA to be considered a food distributor for their wing. Study Stops are most effective when everyone feels like they have learned something new about each other and enjoyed interaction with each other. While Study Stops that are mostly social in nature attract many attendees, remember that Study Stops are intended to be an enriching experience. On most floors, it is necessary to begin with Study Stops that depict relationship building and should continue throughout the year. The goal of Study Stops is to build an environment that is friendly and conducive to building rapport among each member of the wing. This will result in creating a strong family-like and trustworthy environment.

If a Study Stop is successful, share the idea with your Head APA and dorm group. If you are struggling with finding creative ideas for Study Stops, talk to your Head APA and/or dorm group. Consider doing Study Stops with other floors in your dorm and your brother/sister wing. Tips and ideas are also available on the APA website (apap.oru.edu) for Study Stops.
INDIVIDUALIZED TUTORING PROGRAM (ITP)

Every semester, during APA Training in the Fall and during the first All APA meeting in the Spring, the Director and Coordinators of the APA program will create a tutoring schedule.

Each APA will sign up for specific hours/days per week that they will offer individual tutoring. They will also list the subjects that they are able to tutor. This schedule will be dispersed across campus and placed on the APA/Student Resources website.

Each Head APA will be responsible to know their APA’s tutoring schedule and be responsible to randomly check-in on at least 1-2 APA’s per week.

The APA can meet in their room, a neutral place or during P.A.C.E. There will continue to be a formal P.A.C.E. and the ITP will not count as a PACE fulfillment. Each APA is required to be at their stated time, unless an emergency arises, and then they should call their Head APA for approval and place a notice on their door as to when they will reschedule. This should be the “exception to the rule” not to be used when tutoring is not convenient.

They will stay with the posted hours/days for the entire semester. Each APA will be required to be available for at least 1 hour each week. This is in addition to the participation in P.A.C.E. P.A.C.E. involvement will be at least twice each semester.
TUTORIZING SKILLS AND ACADEMIC INTEGRITY

Tutors must work with students at their skill and knowledge level. At times, the tutor must become a substitute teacher to direct the students’ efforts, correct, give focus, inform, and help manage their time.

TUTORING GUIDELINES

⚠️ The tutor’s task is to help the student learn the material and understand how to learn on his/her own—not to do the work for the student.

⚠️ The student is ultimately responsible for his or her own work. The tutor cannot guarantee the student a particular grade.

⚠️ The student, not the tutor, is responsible for special information for an assignment; for example, specific instruction of that particular teacher about format, length, topic restrictions, etc. In some instances, tutors and mentors may be required to get the instructions from the teacher. However, it is the overall goal for the student to take responsibility for each assignment.

⚠️ The tutor should be helping, not intimidating, a student. Therefore, a tutor should phrase suggestions and advice in a way that will not intimidate the student. For example: Instead of a tutor saying, “You made a mistake,” or “This is wrong,” the tutor should offer help in the form of questions or suggestions, such as “Can you think of another way of saying this?” or “Let’s try taking another look at how this paragraph is organized.”

⚠️ When weaknesses are pointed out, the tutor should not simply give answers and solutions but should direct the student to the resources that contain the information, such as the text, a dictionary, a thesaurus, the reference room, etc.

⚠️ The tutor may need to encourage motivation where interest and effort are lacking.
LEARNING STYLES

🔷 Visual Learners...

...Learn through seeing.

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions. They may think in pictures and learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts and handouts. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

Tutoring tip: Always show the visual learner something in writing when explaining.

🔷 Auditory Learners...

...Learn through listening.

These learners understand best through verbal lectures, discussions, talking things through, and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances. Written information may have little meaning until it is heard.

Tutoring tip: Always read text aloud and encourage using a tape recorder.

🔷 Kinesthetic Learners...

...Learn through moving, doing, and touching.

These learners acquire information best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

Tutoring tip: Always turn the material into a hands-on activity. Let them do the work themselves, rather than just showing them how to do it.
A GUIDE TO TIME MANAGEMENT

◆ Long Term Schedule

Construct a schedule of your fixed commitments only. These include only obligations you are required to meet every week (classes, job hours, church, and organization meetings). Place them on:

◆ 12 Hour Schedules
◆ 24 Hour Schedules
◆ 15 Week Schedules

◆ Intermediate Schedule (Weekly)

Now make a short list of major events and amount of work to be accomplished in each subject this week. This may include non-study activities.

◆ Quiz Wednesday
◆ Paper Tuesday
◆ Ball game Tuesday night
◆ Finish 40 pages in English by Friday
◆ Friend outing on Friday night

These events will change from week to week and it is important to make a new list for each week.

◆ Short Term Schedule (Daily)

On a small note card each evening make a specific daily schedule for the next day. Write down specifically what is to be accomplished.

Carry this card with you. Cross out each item as you accomplish it. Write things down. It not only forces you to plan your time but also, in effect, makes you promise yourself to do what you have written down.
ACADEMIC INTEGRITY

In helping students with written assignments, tutors should make very clear how sources are to be used ethically in academic writing. The various ways plagiarism may occur—intentionally or unintentionally—should be explained, and the unacceptability of any kind of plagiarism must be stressed. Plagiarism may consist of the following problems:

- Failure to acknowledge, by reference and documentation, information not common knowledge or personal knowledge.
- Failure to acknowledge a direct quotation by using quotation marks or indentation (for long quotations).
- Improper paraphrasing of the words or a source, by remaining too close to original wording or structure or by failure to acknowledge sources. A good paraphrase consists of rewording and rearranging of the original text.
- Borrowing of ideas, examples, or structures of source without proper acknowledgement.
- Taking, buying, or receiving a paper written by someone else and presenting it as one’s own.
WING LIFE

WING PARTICIPATION

Be a good example on your floor by participating in activities such as devos, intramural sports, weekend outings, and retreats.

Adhere to an OPEN DOOR Policy. You are required to be available on your wing whenever possible. When in your room, leave your door open, or at the minimum, cracked open.

RA, CHAPLAIN, AND APA RELATIONSHIPS

You are encouraged to build a good relationship with the other leaders on your floor because:

- It builds unity on the floor.
- Academic problems can be referred to you.
- They will help you fulfill your responsibilities.

Take the initiative. Approach your RA and chaplain. Make it clear what your job is and what materials and programs you have available (e.g. P.A.C.E., ITP, 12 & 24-hour schedules, forms, information, etc.). Get to know these leaders as friends. It can make your job easier and maximize your influence. Set aside time to pray weekly with your RA and Chaplain. Set goals with your RA and Chaplain for things you would like to see accomplished on your floor regarding academics, personal growth, social involvement, etc.

BROTHER/SISTER WING APA RELATIONSHIPS

Become acquainted with your corresponding brother/sister wing APA. Get together with him or her regularly. Together, devise ways for the brother-sister wings to interact with each other academically. Brother/sister wing Study Stops are highly effective. Also, pray together for the people on your floors. Look to this person for support, input, and advice.

When someone needs help in a class and no one on your wing can be found, try finding someone on the brother-sister wing that is qualified to help. Also get involved and develop a solid relationship with the other leadership on the brother/sister wing.

HALL MEETING

Every week your Head APA will give you a list of academic announcements (Academic Edge) to make in hall meeting and to post throughout your floor. In addition, hall meeting is your time to make any academic announcements pertaining just to your floor or to recognize achievements.

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Your Head APA will visit you in hall meeting occasionally to observe you. Your Head APA may not tell you when he or she is coming, so be prepared every week to give your announcements well.

Tips for Hall Meeting:

1. Make your announcements quick.
2. If an announcement pertains to just a few people, save it for after hall meeting.
3. Announce with enthusiasm.
4. Put effort into attracting attention at hall meetings.
5. Inaugurate your own APA tradition each week.
6. Give out special awards and recognition from time to time.
7. In the event of a posted hall meeting, post your announcements as well
ACADEMIC PEER ADVISOR EVENTS

APA TRAINING
Occurs in August before Harbor and Registration. APAs learn policies, hear guest speakers, attend workshops, and participate in teambuilding exercises that will teach them to become effective APAs on their wings. This is extremely important and is required for all APAs to attend.

HARBOR TRAINING
Occurs right after APA Training to coincide with the end of other leadership training. Student Leaders (SLs) are trained about their responsibilities in assisting and welcoming new and transfer students on campus.

HARBOR
Occurs right after Harbor training. Harbor is meant to accclimate all the new students to the university. This is vital to student retention. All SLs are highly involved during this time.

REGISTRATION
Occurs at the beginning of each semester. The APA Program assists all students in validation and course sign up. All APAs work at a particular station and help students and parents find locations and supplemental information.

FALL RETREAT
Occurs in the late Fall during the months of September or October. The Program will take a weekend to play, worship, and build unity at one of Oklahoma’s beautiful State Parks.

EMPLOYEE APPRECIATION PICNIC
Occurs in mid-Fall. ORU faculty and staff bring their families to eat, play carnival games, and win prizes and be appreciated for all their service to the ORU community. APAs assist in attending food, rides and games. This is a fundraiser event for the APA Program.

CHRISTMAS BANQUET
Occurs in December. This is a semi-formal banquet.

SPRING BANQUET
Occurs in late Spring. This is one way we express how grateful we are for the tremendous dedication APAs have exhibited to the ORU student body. Banquet is a time of fun, socializing, and unwinding before finals. Dates are welcome, but they may have to purchase a ticket for their meal.

The following awards are given each year:

1. Outstanding APA – Chosen in every dorm group.
2. Outstanding Male APA – Chosen out of all male APAs.
3. **Outstanding Female APA** – Chosen out of all female APAs.
4. **Outstanding Head APA** – Chosen by the Head APAs and Coordinators.
5. **Spiritual Leadership Award** – Chosen by the Head APAs, Coordinators and Director. This award is available program-wide.
6. **Director’s Choice Award** – Chosen by the APA Director.
7. **The Rising Above Award** – Chosen by the APA Director in memory of Don Roberson. For the member of the Program who best exhibits his character and loving nature.

**FUNDRAISERS**

Occurs twice yearly in the early Fall and early Spring semesters. APAs will raise funds around the Tulsa Metro area by way of a fundraiser chosen by the Coordinators and Director. Fundraisers may consist of car washes, bake sales, community development etc.

**WORK DAY**

Occurs twice yearly in the Fall and the Spring after the ORU Fun Run. APAs serve faculty and staff through chores, yard work, and manual labor in order to raise funds for the Program.

**P.A.C.E. – PEER ADVISORS COACHING AND EDUCATING**

Occurs every Thursday in the Fall and Spring semesters. APAs are required to actively participate in at least two PACE sessions during each semester. PACE helps in aiding the ORU student body with academic challenges and certain courses will be tutored each week to coincide with the needs of that course such as tests etc.

**INDIVIDUALIZED TUTORING PROGRAM (ITP)**

Occurs according to the schedule set by the APA. In ITP, an APA takes on a certain course(s) to tutor throughout the semester (courses differ according to APA strengths) at a set time. Tutoring must take place for at least 1 hour each week in that course and is available to all students.
ACADEMIC PEER ADVISOR MEETINGS

All APA meetings are mandatory for APAs. There are three types of meetings that each APA must be aware of:

1. A **monthly one-on-one meeting with the respective Head APA** for at least 15 minutes. This meeting is for accountability and discipleship purposes.

2. A **weekly meeting with your dorm group every Monday** before hall meeting to receive and go over announcements, share ideas, and ask questions.

3. A **monthly ALL APA meeting with the entire Program.** These are usually the first Monday of every month. Every APA must sign the role sheet or make themselves known to their Head APA to be counted as present.

**Excused Absences**

*Excused absences* are granted for meetings on a limited basis. The following are reasonable for an excused absence:

1. Family or medical emergency
2. Night classes
3. Prior church commitments
4. Reason deemed appropriate by the Coordinators

Please make every effort to avoid scheduling classes on Monday nights. Notice that work is not an excuse for missing an All APA meeting. Please avoid scheduling work on Monday nights.

In order to obtain an excuse, please complete the following procedure:

1. Contact the respective Head APA and let them know about your intentions.

2. Send an email to the Coordinators at capap@oru.edu detailing the day of meeting being missed and the reason why.

3. This email must be sent **72 hours or 3 business days in advance** of the APA Meeting taking place.

4. Await an email from any of the Coordinators citing approval or denial of excused absence request within 3 days of email sent by APA.

Any unexcused absence will result in immediate disciplinary action. Excuses for night classes and other regular occurrences can be made once for the all APA meetings.
**DISCIPLINARY ACTION**

**PROCEDURE**
If there are problems with an APA’s behavior toward any Head APA, Coordinator, or the Director, the Program will adhere to the following procedure:

1. Meet with the respective Head APA.

2. Meet with the Coordinators and the Director to discuss the situation and determine a course of action. This will include signing a Disciplinary Action form.

3. Dismissal from the Academic Peer Advisor Program.

**PROBATION**
A minimum 3.0 GPA is required of all APAs. Sometimes even the top students face circumstances that prevent them from performing their best. If this happens, a one-semester probation period may be offered to the APA. If the APA’s GPA does not improve by the end of the probation semester, the APA will be dismissed from the Academic Peer Advisor Program.

**DISMISSAL**
The following actions will result in an automatic dismissal from the Academic Peer Advisor Program:

1. Unexcused absence from:
   - APA Training
   - Harbor
   - Fall or Spring Registration
   - Faculty/Staff Appreciation Picnic
   - Work Day

2. Three unexcused absences from All APA meetings.

3. Any disobedient act at the discretion of the Coordinators and/or Director.

Anyone who is dismissed or resigns will be moved off his or her wing in accordance with the ORU Housing policy.

**OTHER DISCIPLINE**
All other disciplinary issues involving Study Stops, dorm group attendance, and reports are to be resolved by the Head APA. Please do your best to be obedient and respect anyone in leadership as you honor and obey God.
USEFUL RESOURCES

INFORMATION DATABASE

An index card file, excel spreadsheet, or information database is helpful for getting to know your floor. Give each person on your floor an index card. Hall meeting is usually the best time. Have each person write his or her name, major, room number, classes, work hours per week, classification, favorites, etc. on the card. Distribute relevant contact information to the rest of the floor to foster relationship building. Refer to your database when someone comes to you for help or has a question in a particular major. Using your file, find someone on your wing that is qualified to help. Please be aware that collection of any information must be protected through FERPA Regulations.

24-HOUR SCHEDULES  (See Appendix G)

Distribute these to the people on your floor. Urge them to make a blank copy so that they can have an extra one to make changes in their schedule. Besides class times, designate times for devotions, meals, exercise, work and personal time. Encourage wing mates to post their schedules on their doors or another obvious location. Adhering to a 24-hour schedule can be helpful in achieving academic success.

15-WEEK SCHEDULE  (See Appendix H)

Students can use these to plan their entire semester. By listing courses and other responsibilities across the top, students can plan what tests and assignments they have each week. This will help to avoid procrastination. Students will be more prepared for intense weeks of schoolwork.
COUNSELING

PEER COUNSELING

As an Academic Peer Advisor, not all of the problems that come to you are academic in nature. These situations can be rewarding opportunities for ministry, but there are a few things to consider before you try to solve problems for students on your wing.

Is this something casual friends talk about?
Am I comfortable counseling on this subject?
Do I have experience in this area?
Is this the first time these issues have arisen?
Are they being truthful?

If you find yourself in a situation where your answers to this checklist are no, you need to refer the person to someone who can adequately give them help or contact the Director for advice.

If you feel the student is a danger to themselves or to anyone else, please contact the Director, Coordinators, RA, or Hall Director immediately.

Tips for Peer Counseling:

Never counsel anyone without first praying for wisdom. (James 1:5-6)
Remain in contact with the person and pray for them often.
Get personal support from a parent, youth pastor, someone older and wiser, or someone you trust. (Proverbs 11:14)
Have someone you can talk to when you get frustrated.
Don’t be afraid to refer a person or get out of a situation you cannot handle.

CONFIDENTIALITY

As a wing leader, you may become involved in counseling situations, personal problems, academic problems, and other circumstances where very sensitive and personal information is related to you. It is very important to have that person develop trust and respect for you by keeping everything confidential. These students are complimenting you by opening themselves up to you. It is important to take that responsibility seriously.

Situations involving possible disciplinary action should be referred to the RA, Head APA, Coordinators, Director, Dean of Men or Dean of Women. With these areas, their main concern is to help the student who is having problems rather than severely discipline them. Situations referred to your Head APA will be referred to the APA Program Coordinators and Director.
REFERRAL

Many times in your experiences as an APA you may find that you are not able to adequately help a student who comes to you with a problem. It is important to know where to send that person to get help.

THREE AREAS OF REFERRAL

¶ ACADEMIC REFERRAL

¶ Professors
  a. Professor - Encourage the student to see that professor during his or her office hour.
  b. Department Chairperson - If the problem is not resolved with the professor, it may be necessary to see this person.
  c. Academic Dean - Discretion should be observed before referring to the Dean. This is a last resort.

¶ Tutors
  a. If an individual is having trouble in class, you may want to find him or her a tutor in PACE, consult the APA Individualized Tutoring Program (ITP) Directory, call the Tutoring Center, or talk to the Professor.
  b. Remember, someone on your wing may be qualified and willing to help.

¶ Faculty Advisors
  a. They help advise their students on classes, career choices, etc.
  b. Refrain from making final career or class decisions for the student.

¶ DISCIPLINE REFERRAL

¶ RA
¶ Head APA
¶ Coordinators
¶ APA Director (The Director should always be informed when other departments are contacted).
¶ Dean of Men or Dean of Women

¶ COUNSELING, SPIRITUAL, OR PERSONAL HELP REFERRAL

¶ Counseling Center
a. Encourage students to set up an appointment with a counselor or offer to make the appointment for them. Offer to go with them for support.

b. Be careful how you suggest students get counseling, e.g., “I have a friend…” Don’t lead the student astray with your comments.

c. Let the wing Chaplain know about the situation.

Chaplain’s Office

a. They offer personal and spiritual counseling to students.

b. Depending on the student, they may feel more comfortable going to a Chaplain rather than the Counseling Center.

ACADEMIC SUPPORT AND COUNSELING

Spend time with the students on your floor to develop a relationship and establish good credibility with them. This makes them more comfortable to share with you any problems they may be having with their classes. Also, talk with students in your classes to see if they need any assistance.

Take advantage of opportunities to speak to everyone on your floor individually as much as possible. Visit those that you do not see very often. Look for opportunities to ask specific questions about how their studies are going. Be sensitive. Students may not always express concerns verbally. Emphasize to your wing mates individually and collectively in hall meeting that you are available to help them any time. Pray that God will make you sensitive to the needs of your peers. Never act too busy to assist a student.

If bad study habits are the problem, give them advice about improving their study skills. Maybe refer them to someone you know who has good study habits. You may possibly have them study with you. Refer students to a tutor who can help them improve in the class. Invite struggling students to P.A.C.E. or set them up with a Individualized Tutoring session. Inform them about what subjects are available. Encourage students to talk with their professor. Faculty advisors can also provide assistance. Go with them if necessary. If you are unsure what to do in a particular situation, talk with your Head APA.
GETTING INFORMATION OUT

BULLETIN BOARDS AND SIGNS

Have a place on your floor where you can post signs, handouts, phone numbers, and other academic information. Remember, the location of this bulletin board or area is important. You want everyone on your floor to read it. Some good locations are by the elevators, at the end of the hall, by the bathrooms, by the staircase, or anywhere else where people often pass by.

Be creative and original, and use your own artistic flair so people will notice and read the information you have posted.

Bulletin Board Ideas:

- Advertise PACE and your study stops on the board.
- Enhance your board with quotes, jokes, cartoons, verses, articles, etc.
- Start a tradition on your floor by initiating a special award for academics.
- Put a calendar on the board with special dates marked, such as drop/add deadlines, general education exams, breaks, group advisement, birthdays, etc.
- Include an academic prayer request board for academic needs. Pray for these needs.
- Most of all, be creative! Come up with your own original and innovative ways to make your bulletin board effective.

WORD OF MOUTH

With some people on your floor, the bulletin board and signs around the hall will not get the information out because they do not bother to read them. It then becomes necessary to approach them individually.

It is highly recommended that you announce your study stops verbally just before they begin. Many students may need a last minute reminder. This can be done either by announcing loudly on the floor or inviting people cordially door to door.

Refer to your card file of the people on your floor to see if any announcements pertain to them, then approach them about it or just mention the announcement when you see them during the week.

By approaching the people on your floor individually, you are able to get to know them better and build credibility.
FUTURE ACADEMIC PEER ADVISOR RECRUITMENT

Every year, the APA Program participates in a major recruitment drive. Recruitment to fill floors without APAs in the Spring will begin in late October. Major recruitment for the following academic year will begin in the middle of November.

An informational APA meeting will take place in November during which APA applications will be given out. Interviews will begin in January of the Spring semester. Future APAs will also undergo an Internship in the Spring detailing their job description and interning with a current APA about their future involvement in the Program.

The Coordinators will choose a theme to accompany the recruitment effort. Several tools will used to recruit APAs for the following academic year such as:

- Videos in chapel
- Posters
- Advertisements on the GC LED screens
- Tables in the cafeteria and chapel
- The Oracle
- Word of mouth
- A good example

Every APA and HAPA must has plenty of applications on hand during the recruitment drive to give to future prospects.

The best recruitment tool is to be a good APA. Outstanding APAs always have an easier time raising up good leaders to continue in their legacy.
HEAD ACADEMIC PEER ADVISOR JOB DESCRIPTION

1. Be involved in every facet of the academic life.
2. Visit your APA’s Study Stops on a regular basis for accountability and support.
3. Volunteer and visit PACE regularly.
4. Give APA reports weekly and return with comments. Turn in Head APA reports to Coordinators monthly.
5. Assist in Harbor and Academic Registration in the Fall and Spring.
6. Attend a Head APA meeting once a week on Monday.
7. Conduct a weekly dorm group meeting.
8. Have an individual meeting with each of your APAs once a month. Discuss academic, spiritual, and personal issues. These are for discipleship and accountability.
9. Fellowship with your dorm group and brother/sister dorm group regularly.
10. Schedule 3 office hours a week at a regular time in the Head APA office.
11. Meet with the Head RA and Head Chaplain periodically to facilitate interaction between the APA Program and other student leader groups. Collaborate an effort to introduce every leader on each floor at the first hall meeting.
12. Observe each APA at their hall meeting once per semester. Give feedback.
13. Participate in the recruitment of HAPAs and APAs.
14. Each HAPA will be given a specific job to perform throughout the year as an HAPA. It will be the responsibility of each HAPA to fulfill the duties of the assigned tasks. The amount of required office hours will be determined by the specific task assigned.
HEAD APA RESPONSIBILITIES

ACADEMIC EDGE MANAGER
Edits and publishes the Academic Edge weekly. Needs good editorial and publishing software skills. Has experience in yearbook, school newspaper, or other publication. Organizes committee of storywriters. Compiles stories. Chooses good themes. Obtains announcements from Head Coordinator to put on the Edge.

STUDY GUIDE MANAGER
Obtains study guides from APAs, professors, and students to put on the website. Organizes and updates this Study Guide Database. Provides Study Guides for certain special P.A.C.E. sessions.

TECHNOLOGY & WEBSITE MANAGER/ PUBLIC RELATIONS MANAGER
Oversees the website, the Reporting System, the Facebook group, and ePortfolio needs for the Program. Must be skilled in web design and computer coding. Posts announcements on various sites. Ensures that communication is clear between different levels of the Program. Finds ideal technology solutions for various Program needs.

CHAPLAIN
Prays and leads devotions at meetings. Uses office hours to visit sick APAs. Do random acts of kindness in the dorms. Leads an online intercessory prayer committee on Facebook with all of the Program’s prayer requests.

TUTOR (MATCHMAKER) MANAGER
Matches students in need with APAs that can help. Is contacted by APAs when a student needs help with a certain subject. Knows the names, majors, and specialties of every APA on campus. Purposes to involve as many APAs as possible while not causing the most gifted APAs, those in high tutor demand, to burn out.

COMMUTER RELATIONS & EVENTS MANAGER
Serves dual role for commuter relations and events planning. Forms a committee of HAPAs to post Academic Edges in the Commuter Lounge and spends quality time in the Commuter Lounge. Serves a minimum 1 office hour per week in the Commuter Lounge. Plans big social events like Banquets, Christmas party, Work Day, including the locations, sign up lists, and decorations for these events.

P.A.C.E. THEME & STUDY STOP MANAGER
Chooses a weekly theme for P.A.C.E. Obtains decorations and name tags/accessories for P.A.C.E. Makes the P.A.C.E. location look spectacular. Organizes website with list of Study Stop ideas. Handles Study Stop library in the HAPA Office. Lends various Study Stop supplies and gives creative ideas.

P.A.C.E. COMMUNICATIONS MANAGER
Advertises P.A.C.E. in various general education classes. Gathers information from departments on upcoming tests to make a good P.A.C.E. schedule. Reminds department secretaries and professors of upcoming subjects in P.A.C.E. Sends messages to APAs the week they are working P.A.C.E. to remind them and confirm their attendance. Serves in general as a contact person.

P.A.C.E. MANAGER
Has major responsibility for the success of P.A.C.E. Keeps track of who signs up for P.A.C.E. Manages the setup, scheduling, and teardown of P.A.C.E. Takes attendance and keeps graphs and statistics. Ensures that all APAs become involved in P.A.C.E.
APPENDICES
APPENDIX A – HOW TO WIN FRIENDS & INFLUENCE PEOPLE

FUNDAMENTAL TECHNIQUES IN HANDLING PEOPLE

Principle 1: Don’t criticize, condemn or complain.
Principle 2: Give honest and sincere appreciation.
Principle 3: Arouse in the other person an eager want.

SIX WAYS TO MAKE PEOPLE LIKE YOU

Principle 1: Become genuinely interested in other people.
Principle 2: Smile.
Principle 3: Remember that a person’s name is to that person the sweetest and most important sound in any language.
Principle 4: Be a good listener. Encourage others to talk about themselves.
Principle 5: Talk in terms of the other person’s interests.
Principle 6: Make the other person feel important—and do it sincerely.

HOW TO WIN PEOPLE TO YOUR WAY OF THINKING

Principle 1: The only way to get the best of an argument is to avoid it.
Principle 2: Show respect for the other person’s opinions. Never say, “You’re wrong.”
Principle 3: If you are wrong, admit it quickly and emphatically.
Principle 4: Begin in a friendly way.
Principle 5: Get the other person saying, “Yes, yes” immediately.
Principle 6: Let the other person do a great deal of the talking.
Principle 7: Let the other person feel that the idea is his or hers.
Principle 8: Try honestly to see things from the other person’s point of view.
Principle 9: Be sympathetic with the other person’s ideas and desires.
Principle 10: Appeal to the nobler motives.
Principle 11: Dramatize your ideas.
Principle 12: Throw down a challenge.
BE A LEADER: HOW TO CHANGE PEOPLE WITHOUT GIVING OFFENSE OR AROUSING RESENTMENT

Principle 1: Begin with praise and honest appreciation.
Principle 2: Call attention to people’s mistakes indirectly.
Principle 3: Talk about your own mistakes before criticizing the other person.
Principle 4: Ask questions instead of giving direct orders.
Principle 5: Let the other person save face.
Principle 6: Praise the slightest improvement and praise every improvement. Be “hearty in your approbation and lavish in your praise.”
Principle 7: Give the other person a fine reputation to live up to.
Principle 8: Use encouragement. Make the fault seem easy to correct.
Principle 9: Make the other person happy about doing the thing you suggest.
APPENDIX B – ePORTFOLIO SYSTEMS

Logging In
2. Click on the yellow link to “ENTER EPORTFOLIO.”
3. Type your user id and your password.
4. Click OK.
5. Click on the logo for EPORTFOLIO2 at the bottom of the page.
6. Click the pencil icon (“EDIT”) next to the portfolio that you wish to modify.

Submitting the Artifact through your ePortfolio
Pay careful attention to where the artifact belongs. For example, the Honor Code Reflection Paper (Entry Level) is listed under “Spiritually Alive,” then “Ethical Behavior,” and then “Honor Code Reflection Paper (Entry Level) (GEN 099).”

1. Click on the main level where your artifact belongs. (For example, the Honor Code Reflection Paper goes under the main level of “SPIRITUALLY ALIVE.”)
2. Click on the sublevel where your artifact belongs. (For example, the Honor Code Reflection Paper goes under the sublevel of “ETHICAL BEHAVIOR.”)
3. If you are using your General Education portfolio, you will need to click on link for the specific assignment that you are uploading. (For example, for the Honor Code Reflection Paper, you would click on “HONOR CODE REFLECTION PAPER (ENTRY LEVEL) (GEN 099).” (It is ESSENTIAL that you place your artifact in the correct location. If you place an artifact in the wrong section or subsection of your ePortfolio, your professor will not be able to assess your artifact.) If you are using your major portfolio, you may or may not need to click to a third level of the portfolio. Consult with your major department or ePortfolio Help Desk staff if you are not sure.
4. At the bottom of the page, click “ADD CONTENT.”
5. Scroll down to “ARTIFACT” and click the “BROWSE” button. A dialog box will open. Find the item you want to upload and select it by double-clicking on it or by clicking on it once and choosing OPEN in the dialog box.
6. Click the “UPLOAD” button.
7. Scroll to the bottom of the page and click “OK.”
8. Click on the “SUBMIT ASSESSMENT” link at the bottom of the page to submit the page to your instructor.
9. In the box, type the LAST NAME ONLY of your professor.
10. Click “OK.”
11. You should see a message verifying that your artifact was submitted successfully.
### REQUIRED General Education Artifacts (Must Be Submitted If You Take These Courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Artifact Name</th>
<th>Outcome</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>Physical Education 201</td>
<td>Physical Education</td>
<td>Proficiency</td>
</tr>
<tr>
<td>History</td>
<td>History and Literature of Music I (MUS 206)</td>
<td>History and Literature</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Science</td>
<td>General Chemistry Laboratory (CHE 101L)</td>
<td>General Chemistry</td>
<td>Proficiency</td>
</tr>
<tr>
<td>English</td>
<td>English Composition II (ENG 199)</td>
<td>English Composition</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Business</td>
<td>Principles of Business (BUS 201)</td>
<td>Principles of Business</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Principles of Social Science (SOC 101)</td>
<td>Principles of Social Science</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Art</td>
<td>Art History I (ART 101)</td>
<td>Art History</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Language</td>
<td>Spanish I (SPA 101)</td>
<td>Spanish I</td>
<td>Proficiency</td>
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</tbody>
</table>

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<tr>
<td>Social Sciences</td>
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<td>Principles of Social Science</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Art</td>
<td>Art History I (ART 101)</td>
<td>Art History</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Language</td>
<td>Spanish I (SPA 101)</td>
<td>Spanish I</td>
<td>Proficiency</td>
</tr>
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</table>

### ELECTIVE General Education Artifacts (Recommended If You Participate in These Activities)

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<th>Course</th>
<th>Artifact Name</th>
<th>Outcome</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-curricular activities</td>
<td>Holy Spirit experience reflection paper</td>
<td>Spiritually Alive</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Missionary/journalist activities</td>
<td>Testimony opportunity reflection paper</td>
<td>Spiritually Alive</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Music Ministry/co-curricular activities</td>
<td>Team outreach reflection paper (evangelism)</td>
<td>Spiritually Alive</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Community outreach/co-curricular activities</td>
<td>Team outreach reflection paper</td>
<td>Spiritually Alive</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Missions/co-curricular activities</td>
<td>Team building activities reflection paper</td>
<td>Spiritually Alive</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Missions/co-curricular activities</td>
<td>Missionary experience reflection paper</td>
<td>Spiritually Alive</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Music Ministry/co-curricular activities</td>
<td>Team outreach reflection paper (community service)</td>
<td>Spiritually Alive</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Chaplain/co-curricular activities</td>
<td>Team outreach reflection paper (community service)</td>
<td>Spiritually Alive</td>
<td>Proficiency</td>
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<tr>
<td>RA/co-curricular activities</td>
<td>Wing reflection paper</td>
<td>Spiritually Alive</td>
<td>Proficiency</td>
</tr>
<tr>
<td>Missionary/co-curricular activities</td>
<td>Most programming reflection paper</td>
<td>Spiritually Alive</td>
<td>Proficiency</td>
</tr>
</tbody>
</table>

### Academic Peer Advisor Program

Veritas et Scientia per Deum ➔ 33
APPENDIX C – WRITING STYLE CITATIONS

MLA Style Citations (Modern Language Association)
This guide provides examples and the basic guidelines for citing sources following the MLA Style Manual.

MLA style requires that you provide, in the text, brief parenthetical references identifying the exact part of each work you quote or base your ideas on (page number or section). Examples of MLA parenthetical references are on pages 5-6 of this guide.

At the end of your paper, you must also provide an alphabetical list of "Works Cited" listing the complete citation for each work referred to parenthetically or in the text of your paper. in your parenthetical references.

|-------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The formats above for names of authors, editors, translators, etc. may be applied to all similar situations, below.

**CHAPTER IN A BOOK or WORK IN AN ANTHOLOGY or COLLECTION**

<table>
<thead>
<tr>
<th>General Format</th>
<th>AuthorLastName, FirstName(s). &quot;Title of Book Chapter or Work in Other Collection.&quot; Title of Book, Anthology, or Collection. Place of Publication: Publisher, Date of publication. Page numbers.</th>
</tr>
</thead>
</table>
### Work in an anthology:

### JOURNAL ARTICLES

**General Format**

Author’s LastName, FirstName(s). "Title of Article." Title of Journal. Volume, Issue-if-needed (Year of Date of Publication): Page numbers.

**Continuous pagination through each volume:**


**Each numbered issue begins with page 1:**


**No issue numbers and each issue begins with page 1:**


### MAGAZINE ARTICLES

**General Format**

Author’s LastName, FirstName(s). "Title of Article." Title of Magazine. Day Month Year of Publication: page-numbers or initial-page+ if non-consecutive.

**Consecutive pages; no author named:**


**Non-consecutive pages; author named:**

Helling, Jean M. "E-Global Library: The Academic Campus Library Meets the Internet." Searcher June 2001:34+

### NEWSPAPER ARTICLES

**General Format**

Author’s LastName, FirstName(s). "Title of Article." Title of Newspaper [City of Publication If Not in Title] Day Month Year of Publication, edition: page-numbers or initial-page+ if non-consecutive.

**Consecutive pages:**


**Non-consecutive pages; city not in title:**


### MEDIA (Sound recordings, videos, films, radio/TV programs)

**Films and videos**

Title. Dir. Name of Director. Perf. Performer’s FirstName(s) Last Name(s). Distributor or Publisher, year of release.

**Film:**


**Video recording:**


**Sound recordings**

Group-or-Artist-or-ComposerLastName, FirstName. "Title of Song If Relevant." Title of Recording. Type of recording if not CD. Manufacturer. Year of Issue.
### Specific song on a CD:


### Performance on a DVD:


### REVIEWS

**General Format**

ReviewAuthorLastName, FirstName(s). "Title of Review If Given." Rev. of Title of Item Reviewed by Author1FirstName(s) LastName, and Author2FirstName(s) Lastname. Title of Journal, Magazine, or Newspaper [remaining publication information as in examples above]: Page numbers.

For additional examples see *MLA Handbook*, 5.7.7 and 5.9.4d.

### INTERVIEWS

**General Format**

IntervieweeLastName, FirstName(s). Interview, Type of interview, or "Title of Interview If Given." By InterviewerFirstName LastName if important. Publication information following the appropriate format above: Page numbers if appropriate.

**Interviewee named; untitled interview:**


**Titled newspaper article; routine staff interviewer:**


**Interview you conducted including date of interview:**


For additional examples see *MLA Handbook*, 5.8.7 and 5.9.9e.

### GOVERNMENT PUBLICATIONS

**General Format**

Name of Government. Name of Agency #1. Name of Agency #2. Title. Number of Congress, Session of Congress. Number of publication. Place of Publication: Publisher, Date of publication.

**Agency as author:**


There are many forms and irregularities in citing government publications. For more examples, see *MLA Handbook*, 5.6.21.

For additional formats and examples see *MLA Handbook*, 5.8.1-5.

### DISSERTATIONS and THESSES

**General Format**

AuthorLastName, FirstName(s). "Title of Dissertation." Diss. Degree-Granting Institution, Year.

For theses, replace Diss. with MA Thesis. or MS Thesis.
Electronic Publications (Web and Internet)

### ONLINE JOURNAL ARTICLES

<table>
<thead>
<tr>
<th>From a Library Subscription Service with Full Text (e.g., Gale Group/InfoTrac, ProQuest)</th>
<th>Provide in this order, omitting what is not available or relevant:</th>
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<tr>
<td><strong>Author#1</strong> LastName, FirstName(s), and <strong>Author#2</strong> FirstName(s) Lastname. &quot;Title of Article.&quot; Title of Journal Volume. Needed (Year or Date of Publication): Page numbers or beginning page. Title of Database. Name of service. Subscribing Library or Consortium, Location of Library if Needed to Identify It. Day Month Year of access &lt;URL of database search page&gt;.</td>
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<tr>
<th>From a Journal Publisher Site or Database Distributing Journals (usually reproducing print version in PDF format)</th>
<th>Provide in this order, omitting what is not appropriate or relevant:</th>
</tr>
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<tr>
<td><strong>Author#1</strong> LastName, FirstName(s), and <strong>Author#2</strong> FirstName(s) Lastname. &quot;Title of Article.&quot; Title of Journal Volume. Needed (Year or Date of Publication): Page numbers. Title of Site or Database if different from Title of Journal. Day Month Year of access &lt;URL&gt;.</td>
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<th>Provide in this order, omitting what is not appropriate or relevant:</th>
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<td></td>
</tr>
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</table>

### ONLINE MAGAZINE ARTICLES

| General Format | Author#1LastName, FirstName(s). "Title of Article." Title of Magazine Day Month Year of Article or Publication: page-numbers if provided. Day Month Year of access <URL>. |

### ONLINE NEWSPAPER or NEWSWIRE ARTICLES

| From a Library Subscription Service with Full Text (e.g., Lexis-Nexis, NewsBank) | AuthorLastName, FirstName(s). "Title of Article." Title of Newspaper [City of Publication If Not in Title] Day Month Year of Publication, edition: page-numbers or initial-page+ if non-consecutive. Day Month Year of access <URL>. |
| From a Website or Web News Service | AuthorLastName, FirstName(s). "Title of Article." Title of Newspaper or Newswire [City of Publication If Not in Title] Day Month Year of Publication. Day Month Year of access <URL>. |

### ONLINE BOOKS

| From a Database Provided by a Library | Author#1LastName, FirstName(s), and Author#2FirstName(s) Lastname. Title of Book. Place of Publication: Publisher, Date of publication. Day Month Year of access <URL>. |
| Published on a Website of electronic texts | Author#1LastName, FirstName(s), and Author#2FirstName(s) Lastname. Title of Book. Place of Publication: Publisher, Date of publication. Day Month Year of access <URL>. |
### A WEBSITE or WEB PAGE WITHIN A WEBSITE

**General Format**

Author Following Applicable Rules Above. "Title: Subtitle of Part of Web Page, if appropriate." Title: Subtitle: Section of Page if appropriate. Sponsoring/Publishing Agency, If Given. Additional significant descriptive information. Date of Electronic Publication or other Date, such as Last Updated. Day Month Year of access <URL>.

**Published by an academic institution:**

A Glossary of Rhetorical Terms with Examples. Div. of Classics, Dept. of Modern & Classical Languages, Literatures, & Cultures, U of Kentucky. 1 Apr. 2004


**Published by an individual:**


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### In-Text Parenthetical Citations - MLA Style

Wherever you incorporate another’s words, facts, or ideas in your paper, you must indicate to your readers not only the works you used but also exactly where in the work you found the material. MLA style requires you do this using brief parenthetical references mentioning the author and page number(s) referred to. It is therefore wise to prepare the works-cited list first, so that your in-text references will match whatever is the initial element in the alphabetized list. General rules governing MLA in-text citations begin on page 7 of this guide.

For readability, keep references brief. Do not repeat what is incorporated into nearby text. If your text gives the author’s name (or title for works listed by title), provide only page numbers or section identifiers in parentheses.

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### IN-TEXT REFERENCE

**Citing an entire work, a one-page work, or a work with no page numbers or other clear subdivisions**

Fabricant's article in the New York Times was one of the first allusions to slow food in the U.S.


Hersch made this point repeatedly when interviewed.


Paik writes eloquently about this theme.


<http://www.iath.virginia.edu/pmc/>.

### CORRESPONDING WORKS-CITED ENTRY

**Citing a passage within a work with page numbers - one author**

Your text or "quoted passage" here (LaGuardia 7-8).

### Citing a work by multiple authors

Your text or "quoted passage" here (Berman, Ragnardóttir, and Strömqvist 256).

OR

As reported by Berman, Ragnardóttir, and Strömqvist (256), your text continues.

If more than three authors, cite consistently with your work-cited list: list all last names or the first, *et al.*

### Citing a work by a corporate author

"Quoted passage" (US Naval 33).

OR

A song published by the US Naval Academy in 1926 makes this clear (33).

### Citing a work listed by title

This occurred frequently at that time (NYPL American History Desk 302).

OR

This is documented even in the New York Public Library American History Desk (302).

### Citing within a multi-volume work

"Quoted passage here" (Dostoevsky 2: 38-39).

OR

Dostoevsky's echoes this in his diaries sometimes (2: 38-39).

### Citing more than one passage in the same reference

...as noticed in Nabokov often (140, 146-47).

OR

Johnson saw this in Nabokov often (140, 146-47).

### Citing more than one work in the same reference

Two writers noted this (Fernandez 55-56, 130; Santi 410).

OR

This is noted by both Fernandez (55-56, 130) and Santi (410).

### MLA Style Rules Governing Reference Lists

- **General.** List the elements that identify the work's author, title, and publication information. For online publications, you add elements stating where and when you retrieved the document and giving your reader the means to retrieve it again if it is still available.

  - **Punctuation.** Periods are generally used between elements in references. Commas are generally used to separate items within an element, except for colon between location and publisher of books.


**Academic Peer Advisor Program**

- **Capitalization.** In English-language titles and sub-titles, capitalize the first letter of the first word, the last word, and all principal words (nouns, pronouns, verbs, adjectives, adverbs, and subordinating conjunctions). Do not capitalize articles, prepositions, coordinating conjunctions or the *to* in infinitives. For titles in other languages see the *MLA Handbook* 3.8.

- **Italics vs. underlining.** MLA style recommends always underlining instead of using italics. This applies to titles of books and periodicals and to other elements in your paper where italics might seem appropriate. This is because italics may not be sufficiently distinctive and recognizable for material that is to be graded or edited. If you wish to use italics, ask your instructor.

- **Heading.** The works-cited list is sometimes referred to as a "bibliography," but MLA style recommends using a more descriptive heading such as "Works Cited," "Works Consulted," or "Annotated Works Cited."

- **Authors.** Provide the names of authors exactly as given on the work (do not abbreviate, and supply additional information in brackets only if it will help your reader). Invert the name only of the first author given for alphabetizing. For two or three authors, provide all names, separated by commas with and before the last (not &). For more than three authors, give only the first author, followed by a comma and et al. Or you may list all authors named in the work.

- **Corporate authors.** Corporate authors are groups whose individual members are not identified on the title page. Insert the corporate author as author (before the title) even is identical to the publisher. Corporate names as authors are written out. Omit initial articles in corporate authors’ names (a, an, the).

- **Editors.** For an edited book without a named author, treat the editors as authors (name precedes the title, first named in inverted order).

- **Translators.** Following the individual work or volume translated, after a period, state Trans. translator (not inverted).

- **Anonymous works.** If no author or editor is named, begin the entry with the title. Do not use Anon. or Anonymous.

- **Reviewers and review citations.** Give the reviewer’s name (if provided) as author, then the title of the review title (if there is one) in quotes, followed by a period, as an article title. Then write: Rev. of (neither underlined nor in quotes) followed by the title of the work reviewed, a comma, the word by and the names of the author(s) of the work. If the author is an editor or translator, substitute ed. or trans. for by.

- **Interviews.** As author, use the person interviewed (name inverted). After the title of the interview (in quotes) and the title of the work in which published (underlined), each followed by a period. Provide the interviewer’s name after: By. See *MLA Handbook* 5.8.7 and 5.9.9e.

- **Titles.** Titles follow authors (or editors if no named author). Titles of articles and chapters or other parts of larger works are in double quotation marks. Titles of books, periodicals, and other whole works are underlined. Separate titles with periods (inside final quotations and not underlined). Provide the full title of books and other works, including leading articles (a, an, the), except in titles of periodicals such as journals or newspapers (e.g., *New York Times*). Use a colon and space to separate a title from a sub-title unless the title ends with ?, !, or –.

- **Publication information:**

  - **Publishers’ names.** Omit the articles (a, an, the), business abbreviations (e.g., Co., Inc.), and descriptive words (Books, House, Press, Publishers). Shorten "university" to U and "university press" to UP. Omit first names and initials in publishers (e.g., Norton, not W.W. Norton; Wiley not John Wiley). Use standard abbreviations as in *MLA Handbook* 7.4. Use commonly accepted abbreviations, like GPO, UMI.

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*Veritas et Scientia per Deum* ⇒ 41
Place of publication. If several cities are listed, provide only the first. For cities outside the United States, provide the abbreviation for the country if it might be ambiguous for your reader (Cambridge, Eng. to distinguish from Cambridge).

Publication date not provided. If there is no date available, enter (n.d.).

Periodical elements:

Volume, issue, and page numbers. For journals with continuous pagination throughout a volume, follow the journal title (underlined) by the volume number, the year of publication (in parentheses), a colon, and the inclusive page numbers. If each issue begins with page 1, add a period and the issue number directly after the volume number: 14.2 If there are no issue numbers and each issue begins with page 1, designate the issue by including the month or season in parentheses before the year of publication: (May 1992). For annual publications where the year is the volume number, state Annual in place of the volume number.

Issue dates and page numbers in newspaper and magazine articles. Follow the title of the publication by the date of the issue in DD Month YYYY order, without parentheses. For newspapers, provide the edition, preceded by a comma, and then the section if relevant. Follow this publication information by a colon and a space. Provide the inclusive page numbers if the article appears on consecutive pages. If the article begins on one page and then skips to another page, provide only the initial page followed by +: 17+ or C6+. Do not include volume or issue numbers even if provided.

Electronic publications. For online publications, follow the rules for print insofar as possible. For electronic sources not accessed through the Web, see the MLA Handbook, 5.9.5-9. For web-based publications, provide as applicable, in this sequence:

1. If a print version is referred to, provide a complete citation as you would for the print version.

2. Provide information about the electronic source used, such as the title of the site (underlined), the date of electronic publication of latest update, the name of any sponsoring organization for the site, an editor's name, a version number, and similar information. If no print equivalent exists, provide only the information about the electronic resource.

3. Provide the date you accessed the document in day Month year format, followed by a period.

4. Give the URL immediately following the date of access. Enclose URLs in angle brackets < > and place a period after the end bracket. If a URL must be broken, break it only after a slash /, and never introduce hyphens. Include the initial http:// or other protocol identifier.

5. The purpose for giving the URL is to allow your reader to retrieve the document again. One of the following may therefore be preferable to providing a long, complicated URL:

   • If the URL is very long, complicated, or unique to a specific access, provide the URL of the search page from which your reader could retrieve the document (as in JSTOR articles).

   • If the best way to tell your reader how to find the document is to tell how to navigate from a URL, enter the word Path: and follow it by the sequence of links to click on from a stable, reasonable URL. Separate the links with semi-colon.

MLA Style Rules Governing In-text Parenthetical References

In parentheses, provide the last name of the author (do no include suffixes such as Jr.) followed by the year of publication. Do not include months or days even if in the reference list. Do not include ed., trans., or comp.
All references in the text must clearly point to specific sources in the list of works cited.

Provide the page number(s) or parts after the author and date for quotations and references to a specific part of the work. Page numbers are unnecessary when referring to a whole work.

For web pages without page numbers, be as specific as possible in order to help your reader find what you are referring to.

For un-authored works, use the first few words of whatever is the first element of the reference in your reference list, followed by the date and other specifics needed.

If you have more than one work by authors with the same last name, provide initials (before the last name, not inverted order) for each author in the text and in parenthetical citations.

If you have more than one work by the same author, provide a word of title in addition to the last name.

MLA style does not recommend the use of footnotes or endnotes in research papers except to add a content note not appropriate as part of the text of the paper.

APA STYLE CITATIONS
(AMERICAN PSYCHOLOGICAL ASSOCIATION)

This guide provides basic guidelines and examples for citing sources following the Publication Manual of the American Psychological Association, commonly referred to as "APA style."

APA style requires that you provide, in your text, brief parenthetical references identifying each work referred to. The APA format for parenthetical references is described on pages 2-3 of this guide.

At the end of your paper, provide an alphabetized "Reference List" containing complete citations for all works cited or referred to in your paper. General rules governing APA reference list entries begin on page 3 of this guide.

Reference List - Examples for Print Publications

|-------|-------------------------------------------------------------------------|

|-------------------|----------------------------------------------------------------------------------------------------------------------------------|
### MAGAZINE ARTICLES

**General Format**

Author, A. A. if named or Article title if no author. (2004, Month day). Title of article if not given before [useful descriptive information]. Title of Magazine, volume if given, page-numbers.

**Examples:**


### JOURNAL ARTICLES

**General Format**


**Examples:**


### NEWSPAPER ARTICLES

**General Format**

Author if named or Article title if no author. (2004, Month day). Title of article if not given before [useful descriptive information]. Title of Newspaper, p/pp. nn-nn.

**Examples:**


### REVIEW ARTICLES

**General Format**

Review author. (2004, Month day as needed). Review title [Review of the medium Title of item reviewed: Subtitle]. Title of Periodical, publication information following appropriate format above.

**Examples:**


Examples for Electronic Publications

**ONLINE ARTICLE IN PERIODICAL**

**General Format**


**Examples:**


**ONLINE BOOK**

**General Format**


**Examples:**


**WEBSITES**

**General Format**

Author. (2004). *Title of webpage:* Subtitle if needed, Retrieved Month day, year, from source.

**Examples:**


**In-Text Parenthetical References with APA style**

When you refer to or base your ideas on another person’s work, you must provide your reader with a reference to that work in your text. If you quote from or refer to an exact part of another’s work, you must provide your reader with the specific page, pages, or other parts of the work you are referring to. General rules for APA in-text citations are on p. 4 of this guide.

In order to keep parenthetical expressions as brief as clarity and accuracy can permit, APA style recommends that you not repeat in parentheses anything unambiguously stated previously in your text. If you identify the author, work, or part of a work in nearby text, you can simply provide in parentheses the date and page number(s) or other necessary information to specify what passage you are citing. If your text contains the year, do not repeat it.
### IN-TEXT PARENTHETICAL REFERENCE | CORRESPONDING REFERENCE LIST ENTRY
--- | ---
**Citing a work with one named author**
Your text or quotation here (Clinton, 2004).  
OR  
As Clinton (2004) stated, your text continues.  


**Citing a work with two to six authors or editors as authors**
Your text or quotation here (Coward & Maguire, 1999, p. 45).  
OR  
According to Coward and Maguire (1999, p. 45), your text continues.  


**Citing a work with same last name as another in your Reference List**
Your text or quotation here (A. Stein, 1997).  
OR  
As reported by A. Stein (1997), your text continues.  


**Citing a work with no author named and/or undated:**
Your text or quotation here (NCAA Committee on Sportsmanship, n.d.).  
OR  
According to the NCAA Committee on Sportsmanship and Ethical Conduct (n.d.), your text continues.  


### APA style Rules Governing Reference Lists

#### **General**
List the elements that identify the work’s author title, publication date, and its publisher. For online publications, you add elements stating where and when you retrieved the document.

- Your reference list should be alphabetized by the last name of the author (or first title word, if no author) so that your reader can find the complete citation belong to each of your in-text parenthetical references.

- APA style suggests the reference list be titled as such and views the term "Bibliography" as a broader designation to be used if your list of references includes more than works referred to in your paper.

#### **Punctuation**
Periods are generally used to end elements in references. Commas are generally used to separate items within an element, except for colon between location and publisher of books and for parentheses around (year of publication), (Eds.), and (page numbers for a chapter in a book). If two or more authors, separate them with commas. Precede the last author named with , & (not the word "and").

#### **Capitalization**
Capitalize only the first letter (and any proper nouns) of titles and subtitles of articles,
books, chapters, and unpublished periodicals. Capitalize the first letter of all significant words in titles of published periodicals.

**Italics.** Italicize titles of books and periodicals (journals, newspapers, magazines, etc.). Italicize the volume number only of periodicals.

**Authors.** All authors’ last names are inverted (last name first), and first names are abbreviated to the authors’ initials. For one to six authors, list all. For seven or more, list the first six followed by a comma and et al.

  o **Corporate authors.** Corporate names as authors are written out; capitalize the first letter of significant words. A parent body precedes a subdivision within an organization.

  o **Editors.** For an edited book without a named author, treat the editors as authors (inverted order), and include (Ed.) or (Eds.) in parentheses after the last editor’s name. Editors’ names and other names not in the author position (e.g., translators) are not inverted and are followed by an abbreviated designation in parentheses.

  o **No named author or editor.** Move the title to the author position before the date.

**Publication date.** The year of publication is enclosed in parentheses and precedes the title, generally after the authors’ names. For works with no author or editor, put the title first and follow it by the year of publication. For magazines, newsletters, and newspapers, provide the month, month and day, or quarter of the issue if following the year in format (YYYY, Month dd) or (YYYY, Season). If there is no date available, enter (n.d.).

**Volume, issue, and page numbers.** For periodicals with continuous pagination throughout a volume, provide only the volume number (italicized), a comma, then the inclusive page numbers. If and only if each issue begins with page 1, give the issue number in parentheses immediately after the volume: 38(2), 12-17. Precede page numbers with p. or pp. only for chapters in books, newspaper articles, and when unavoidably required for clarity.

**Publishers and place of publication.** For publishers, give the city and state or country if the city is not well known for publishing or is ambiguous. Omit superfluous terms like “Publishers,” “Co.,” or “Inc.” but include “Press” or “Books.” Use 2-letter abbreviations for states if needed. Do not abbreviate “University.” If two or more publisher locations are listed, give the first or the home office location if known.

**Reviews.** The review author is listed first. Review title follows publication date in format appropriate to the type of periodical. In brackets provide a statement identifying the article as a review, the medium being reviewed and its title [Review of the book / motion picture / television program / etc. Title of reviewed item]. Finish by providing the rest of the periodical citation. If a review is untitled and/or lacks an author, use the material in brackets as the title; retain the brackets.

**Electronic publications.** For online publications, follow the rules for print insofar as possible.

  o Page numbers may be irrelevant.

  o After the body of the reference, provide a “Retrieved” statement telling the date retrieved and source. The source may be the URL or the name of an indexing service or journal database where the article was located. Do not provide the URL for well known providers of journal articles or books such as a library database.

  o Omit the final period if a citation ends with a URL.

  o If an online journal is an exact reproduction of the print publication (e.g., JSTOR, NetLibrary, and most PDF documents), and you did not consult the print version, cite as if print (with page numbers) and include [Electronic version] as the last element of the article title.
APA style Rules Governing In-text Parenthetical References

- At the appropriate point in your text, insert a brief parenthetical reference consisting usually of the last name(s) of the author(s), a comma, and the year of publication. Your reader can use your reference list to obtain the full reference.

- Do no include suffixes such as Jr. or qualifiers like Ed. Do not include months or days even if in the reference list.

- For quotations and references to a specific part of a work, follow the year of publication with a comma and provide the page number(s) or identify the section you refer to. Precede the page numbers with p. or pp. or para. or sect. as appropriate. For web pages without page numbers, be as specific as possible in order to help your reader find what you are referring to.

- For un-authored works, use the first few words of whatever is the first element of the reference in your reference list, followed by the date and other specifics needed.

- If you have more than one work by authors with the same last name, provide initials (before the last name, not inverted order) for each author in the text and in parenthetical citations.

- For undated works, include n.d. for "no date."

- For works by two authors, provide the last names of both every time the work is cited in the text. For three to five authors, provide the last names of all authors the first time referred to in the text, and in subsequent references, provide only the last name of the first author followed by et al. If more than six authors provide only the last name of the first author and shorted the rest to et al.

TURABIAN AND CHICAGO STYLES CITATIONS

This guide provides examples and the basic guidelines for citing sources following the University of Chicago Press’s *Chicago Manual of Style* and Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*, commonly referred to as Chicago Style or Turabian Style. Kate Turabian, the dissertation secretary at the University of Chicago for over 30 years, developed her guide for students and researchers writing papers, theses, and dissertations. Her manual is based on the University of Chicago Press’s *Manual of Style* and departs from it in few places. “Turabian,” as her guide is called, synthesizes the rules most important for students’ papers and other scholarly research not intended for publication, and omits some of the publishing details and options that “Chicago” provides. For web-based and electronic resources, this guide followed examples and rules from Chicago Style, because Turabian has not been revised recently enough to include this information.

Choose Between Two Citation Systems

Both Chicago and Turabian styles allow you to choose between two systems of providing references:

1. **Notes and bibliography:** numbered footnotes or endnotes in your text, with Bibliography or Works Cited list at the end of the paper, listing alphabetically the sources in your notes.

2. **In-text author-date citations and reference list:** in your text, brief parenthetical references consisting of the author’s last name, publication year, and page(s) referred to, with an alphabetized Reference List at the end of your paper providing complete entries for works cited in parenthetical references.

Ask you instructor which he or she prefers you to use. The principle differences between the systems are the placement of references in the text, the placement of dates in your references, and capitalization of titles. Whichever system you choose, be consistent in applying it throughout the paper.
**Notes and Bibliography Citation System**

Note numbers are superscript in Turabian style, but regular numbers followed by a period and space are preferred in Chicago. See first example below. In all other examples we will use Turabian superscript style.

### BOOKS

<table>
<thead>
<tr>
<th>Footnote or Endnote Reference</th>
<th>Corresponding Bibliography Entry</th>
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<td><strong>Single author:</strong></td>
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<td>Turabian superscript note numbers:</td>
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<td>Chicago note numbers:</td>
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<td><strong>Single author of translated work:</strong></td>
<td></td>
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<tr>
<td><strong>Two to three authors:</strong></td>
<td></td>
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<tr>
<td><strong>More than three authors; editor(s) in lieu of author(s):</strong></td>
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<tr>
<td><strong>Corporate author within a larger organization; compilers' names also provided:</strong></td>
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<tr>
<td><strong>Undated work also lacking publisher information; and single corporate author:</strong></td>
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### ARTICLES IN PERIODICALS (Journals, Magazines, Newspapers, Book Reviews)

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<tr>
<td><strong>Journal with pages numbered consecutively throughout a volume or year:</strong></td>
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<td><strong>Pagination restarts with each issue within a volume:</strong></td>
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<tr>
<td><strong>Magazines of general interest (issue date used in lieu of volume/issue numbers):</strong></td>
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<tr>
<td><strong>Daily Newspaper articles:</strong></td>
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<tr>
<td>12. &quot;Q&amp;A: Amanda E. Lewis: Stanford Fellow Investigates 'The Fourth R',&quot; San Francisco Chronicle, 5 March 2004, E3.</td>
<td>News items from daily newspapers are rarely listed in a bibliography or reference list, unless the newspaper is referred to several times and constitutes a substantial part of the documentation.</td>
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<tr>
<td><strong>Non-daily Newspaper and Newsletter articles:</strong></td>
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<tr>
<td><strong>Book Review article:</strong></td>
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</table>

### CHAPTERS IN BOOKS

<table>
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<th>Footnote or Endnote Reference</th>
<th>Corresponding Bibliography Entry</th>
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</thead>
<tbody>
<tr>
<td><strong>Treat authors, multiple authors, editors, translators, and corporate authors of chapters the same as authors of books (above). Editors of the collection of chapters are listed after the book title, with &quot;edited by&quot; abbreviated to: ed.</strong></td>
<td></td>
</tr>
<tr>
<td>ONLINE ARTICLES (Journals, Magazines, Newspapers, Book Reviews)</td>
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<td></td>
</tr>
<tr>
<td>Footnote or Endnote Reference</td>
<td>Corresponding Bibliography Entry</td>
</tr>
</tbody>
</table>

As much as possible, try to identify and provide elements equivalent to those used for print publications, above:

**Journal article - online version identical to print (provide page numbers if available; omit if not):**


**Journal article - different from print version or only online publication - without page numbers:**


**Online magazine article:**


**Newspaper article online:**


**Online Book Review article - online without print equivalent:**


**Online Book Review article - print equivalent, found in another online resource:**


ONLINE BOOK

Footnote or Endnote Reference | Corresponding Bibliography Entry
--- | ---
As much as possible, try to identify and provide elements equivalent to those used for print publications, above.

Online reproduction of previously published book:


WEBSITES and WEB PAGES

Footnote or Endnote Reference | Corresponding Bibliography Entry
--- | ---
Insofar as possible, apply the rules and conventions for print materials to web pages and websites. When in doubt supply information that will help readers locate the website and the passage you refer to. For note brevity, some details may appear only in the bibliography.

Website with authors, title, series, publisher, and date (no page numbers):


Web page within a website; not dated:


In-Text Author-Date Parenthetical Citations and Reference List System

Most of the rules and examples for notes and bibliographies also apply using this system. Instead of footnotes or endnotes, provide the page(s) quoted or referred to in brief parenthetical references based on the author's last name and date of publication. After the body of your paper, you must also provide an alphabetized reference list.

**Format of In-Text Author-Date Citations**

The in-text citations are always enclosed in parentheses, and are composed of three elements:

1. The first element consists of last name(s) of one, two or three authors. Use "and others" for more than three authors, as for notes and bibliographies. If a work has no author, use the first words of the title in the parenthetical reference and as the initial element in the reference list.

2. Follow the first element by the year of publication, separated from the first element only by a space.
3. Follow the year by a comma, a space, and then the page or pages you are quoting or referring to. Omit for works lacking pagination.

**Format of Reference List Entries**
Except as noted here, reference lists are organized following the same rules as bibliographies:

1. The beginning of each reference list entry must correspond to the first name or title word used in your in-text citations. This is to permit your reader to quickly find each matching complete reference in the list.

2. The year of publication follows the author(s) or title (only if no author), and must match the year used in parenthetical references. The year is not repeated later in the reference as part of the publication information. Other date elements (months, days) are left unchanged from the form used in bibliographies.

3. In titles and sub-titles of works, capitalize only the first letter and proper names (sentence case). In journal titles, capitalize all significant words (title case).

### EXAMPLES

<table>
<thead>
<tr>
<th>In-Text Parenthetic Reference</th>
<th>Corresponding Reference List Entry</th>
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</thead>
<tbody>
<tr>
<td><strong>Single author - book:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Two or three authors - book:</strong></td>
<td></td>
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<tr>
<td><strong>Periodical article:</strong></td>
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<td><strong>Online article, no page numbers:</strong></td>
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<tr>
<td><strong>Daily Newspaper articles:</strong></td>
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<tr>
<td>Your text giving the &quot;Title of the Article&quot; here <em>(San Francisco Chronicle, 5 March 2004, E3).</em></td>
<td>News items from <em>daily newspapers</em> are rarely listed in a bibliography or reference list, unless the newspaper is referred to several times and constitutes a substantial part of the documentation. Therefore, provide in your text and parenthetical reference enough information to identify the source clearly.</td>
</tr>
</tbody>
</table>
Chicago and Turabian Style Rules Governing the Examples Above

The general Chicago and Turabian Style rules for the above are based are listed here:

**General.** List the elements that clearly identify the work's author and title, its publisher, and date of publication. For online publications, add elements stating where you retrieved the document and the date accessed, if required.

**Punctuation.** Periods are generally used between elements in references in bibliographies and reference lists. A colon separates titles from subtitles, the place of publication from the publisher name, and volume information from page numbers for journal articles. Quotation marks are used around article and chapter titles.

**Capitalization.** In bibliographies and notes, capitalize the first letter of all significant words in titles and subtitles of works and parts of works such as articles or chapters. In reference lists, capitalize the first letter of all significant words only in titles of periodicals, and capitalize only the first letter of the first word (and any proper nouns) of titles and subtitles of articles, books, and chapters, and corporate authors.

**Font.** Italicize titles of periodicals and books.

**Abbreviations.** Use ed. or trans. for "editor" or "edited by" or "translator" or "translated by." "University" may be abbreviated to Univ. Months may be abbreviated. Be consistent throughout your paper with whatever conventions you adopt.

**Footnotes and endnotes.** Number notes consecutively throughout your paper, beginning with one. Format is the same for endnotes and footnotes. Endnotes should follow the body of the paper and precede any appendices and the bibliography. In Turabian style, use superscript n. for endnote and footnote numbers in the text and at the beginning of each note. In Chicago style, the note number in the text is in parentheses (1) and is followed by a period and space in the note: 1. Note content.

**Authors' names.** In bibliographies and reference lists, only the first author's last name is inverted (last name first). First names should usually be provided when available. List all authors' names in a bibliography or reference list. In in-text parenthetical references, list the last names of one to three authors; if more than three, list the first followed by et al. Corporate names as authors are written out.

**Publication place.** If more than one place is given, the first is generally sufficient. Do not abbreviate place names. Give the city and state or country if the city is not well known for publishing or is ambiguous.

**Publisher.** Provide the exact publisher name. Common names may be shortened (e.g., Scribner, Macmillan).

**Publication date.** In notes and bibliographies, the date of publication for books and most published works follows the publisher name. For articles, it is part of the volume and issue number statement (below). In reference lists, the year of publication immediately follows the name(s) of the author(s). For works with no author or editor, put the title first and follow it by the year of publication. If there is no date available, state: n.d.

**Volume and Issue Numbers.** For periodicals with continuous pagination throughout a volume, provide only the volume number and year. If issue begins with page 1, follow the volume number with the issue number identified by "no." or its name: 38, no. 2 (1993): 12-17.

**Electronic resources.** Follow rules that apply to equivalent parts of print resources as much as possible. When in doubt, avoid italics and quotation marks and give as much information as may be useful. Too much is better than too little.

  o **Authors of web pages.** If not readily apparent, try to find and provide the name(s) of authors or corporate author(s) responsible for the content. The objective is to attribute the content and
to tell you reader who provided the information. It is better to explain web pages without apparent authorship than to provide insufficient information, leaving your reader wondering.

- **URL.** Always provide the URL if web-based. Break URLs only after a /.

- **Dates for electronic resources.** Include if required by your instructor. Otherwise, omit dates accessed except for sites frequently updated, sites where the content is known not to be permanent (most news and magazine sites), and time-sensitive data. Do not include the last date revised or updated. If an access date is required, include it parenthetically at the end: (accessed March 19, 2004).

- **Pagination in electronic resources.** When citing an online publication with an equivalent print version, try to obtain and provide the page numbers used in the print version. In documents without page numbers, add a descriptive locator such as section heading or whatever is needed to allow your reader to find the resource.

Thank you to the University of California Berkley for providing the Writing Style Citation Manuals. All rights reserved by the University of California.
APPENDIX D – OFFICES AND SERVICES

FINANCIAL AID
x6510 GC-3D01W (GC 3 ½ West)
Handles all student financial aid as it pertains to enrollment, tuition, and other student fees. Exists to ensure that all students can meet their financial obligations to the University. Loan, agent, and student employment information may be obtained in the Financial Aid Office.

STUDENT ACCOUNTS
x6370 GC-2D01 (GC 2 ½ West)
Records all students’ financial transactions including payment of housing deposits, student paychecks, validation, and tuition refunds. All accounts are due and payable at the beginning of each semester. The student may wish to pay through TMS. This is not a banking service, but guidelines for check chasing are available in the office.

REGISTRAR
x6549 GC-2E02 (GC 2 ½ East)
Records and coordinates class schedules, audits, transcripts, credit, grade changes, major and minor changes, and related information. Students may also check their grades at the window or online at http://vision.oru.edu, but not over the phone. Handles transfer classes and questions.

ADMISSIONS
x6518 GC-3E01 (GC 3 ½ East)
Handles recruitment of new students. Includes international student admissions and College Weekend offices. Coordinates all campus visitations.

COUNSELING CENTER
x6581 LRC 2E7
Provides group counseling, personal-social counseling, and marriage counseling.

STUDENT RESOURCES
x7018 LRC 503B
Handles new student orientation, group advisement, and creates the initial class schedules of all new students. This office is also responsible for the academic advisement of all freshmen Exploratory majors and any student admitted on the Bridge Program. Students with disabilities that require academic or general access accommodations should contact this office.

CAREER SERVICES
x6912 LRC 510J
Provides listing of current job openings, orchestrates on-campus interviewing and recruitment, hosts career seminars, provides career counseling, forwards placement files to prospective employers, aids the student in developing portfolios and resumes, and helps students prepare for interviews.
**APPENDIX E – ACADEMIC POLICIES AND PROCEDURES**

As an APA, it is your job to be thoroughly familiar with ORU’s academic policies and procedures. Many questions you will encounter will pertain to things like drop/adds. Major/minor changes, the audit/credit option, the pass/fail option, etc. You must be able to provide quick and accurate answers.

The definitions provided here are general; for more precise information, look them up in the ORU Catalog.

<table>
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<tr>
<th>Administrative Excuse:</th>
<th>The form required to excuse a student from class or class work. The only absences that are administratively excused are those directly related to university business, such as inter-varsity sports, OIL, Music Ministries, etc. Excuses may be obtained from Student Affairs.</th>
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<tr>
<td>Audit:</td>
<td>The practice of taking a class with the intention of not receiving credit from it. A student may audit a class if he or she wishes to learn the material but does not want the stress of having to maintain a certain grade. An audit requires the approval of the professor teaching the class. A student who audits must attend class.</td>
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</table>
| Classification:               | Freshmen – fewer than 27 credit hours  
Sophomore – 27-59 credit hours  
Junior – 60-89 credit hours  
Senior – 90+ credit hours  
All students must have a minimum of 128 credit hours to graduate. |
| Correspondence Study:          | A method of taking classes over the summer without staying at ORU for summer school. The cost is about $750 per course. Students can sign up for correspondence classes when they sign up for fall classes. |
| Course Load:                  | All students must take a minimum of 12 credit hours to remain classified as a full-time student. No student may take over 18.5 credit hours without the consent of his or her dean; any hours over 18.5 will incur extra tuition charges. Twenty-four hour credit hours are the most allowed under any circumstances. |
| Course Repeat:                | A course may be repeated to replace the original grade. Only the new grade will be used to
calculate GPA. Students must notify the Registrar’s Office of the course repetition by filling out a “Request of Repeated Course” form.

**Drop/Add:**

The procedure followed to make schedule changes during the first week of the semester. All returning students who have achieved sophomore status or greater can make adjustments online. All new students (anyone of freshmen status and all new transfer students) must make their adjustments in person with their departmental faculty advisor.

**Force Add:**

The act of adding a class after the official drop/add period. Departmental approval is required. This is highly discouraged.

**Foreign Language Requirement:**

All students with a BA degree must take a foreign language up to the first intermediate (203) level. The 101 class is not required, but serves as a foundational course for students with no, little, or poor language background. Students with a BS degree do not need to take a foreign language, except for education majors, who must either demonstrate proficiency on the 102 level or take classes to reach that level.

**Honors Courses:**

Available for many general education classes. Honors students are required to take 24 credit hours of these classes to fulfill their honors requirements. Non-honors students are sometimes admitted into these classes at the request or permission of the professor(s).

**Incomplete:**

The grade assigned if a student is unable to complete the requirements of the course, but does not want to withdraw from the class. The student must finish the class work by a certain date during the next semester, or an F will be given for the course. An incomplete grade is only granted for extenuating and unusual circumstances that absolutely prevent the student from finishing the class.

**Major/Minor Change:**

The form to fill out if a student wishes to change or declare his or her major or minor. The student’s advisor, department chairperson, and various administration personnel must sign the
form. The form can be picked up from the Registrar’s Office or any departmental office.

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<th>Option</th>
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<td>Pass/Fail Option:</td>
<td>Popularly known as the pass/fail option. Although the professor will assign a standard grade for the class, the grade is converted to a “P” for a grade of A, B, or C and a “NP” for a grade of D or F. Students may not use this option for general education classes, major requirements, minor requirements, or deficiencies. More information is available in the ORU Catalog.</td>
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<td>Test-Out Option:</td>
<td>Offered primarily for foreign language classes up to the 204 level and for the four Humanities general education courses. The student takes a test-out exam at a pre-determined point during the semester and the grade on the test will equal the grade received for the course. Students wishing to test out a language class must first declare a major or minor in that language.</td>
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<td>Transfer of Credit:</td>
<td>The granting of credit to a student for course taken at another school. The procedures and rules governing this are very detailed. Refer to the ORU Catalog.</td>
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<td>Withdraw While Failing:</td>
<td>A procedure that a student may follow if he or she is failing a class and sees no hope to bring the grade up. The grade will be listed as a W/F on the student’s transcript and an F will be assigned for the class in determining the student’s semester GPA. The withdraw while failing option is only valid after the drop add period passes.</td>
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<tr>
<td>Withdraw While Passing:</td>
<td>A procedure that a student may follow if he or she is passing a class, but for some reason does not wish to continue taking it. The grade will be listed as a W on the transcript and no grade will be assigned for the class in determining the student’s semester GPA. The withdraw while passing option is only valid after the drop/add deadline passes, and must be exercised prior to specified mid-semester date.</td>
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APPENDIX F – TUTORING GUIDELINES

GENERAL GUIDELINES FOR TUTORING

1. The tutor’s task is to help the student learn the material and learn how to learn on his/her own—not to the work for the student.

2. Since the task is to help the student learn the material and learn on his/her own, the student should be able to discuss the material with the teacher or indicate in some other way that he/she has learned. That is, in-class work should show evidence of material learned and should be similar to outside work by the student.

3. The student is ultimately responsible for his or her own work. The tutor cannot guarantee the student a particular grade.

4. The student, not the tutor, is responsible for special information for an assignment; for example, specific instruction of that particular teacher about format, length, topic restrictions, etc. In some instances, tutors and mentors may be required to get the instructions from the teacher. However, it is the overall goal for the student to take responsibility for each assignment.

5. Tutors should not be required to attend class for the student of take notes for the student. The student is responsible for the information required in class, whether the student was present or absent. If a student has an occasional absence, he/she can get noted from a fellow student, as is generally the practice on campus. If the student has numerous absences, the tutor may use his/her own notes to prepare the student for testing, and the tutor may xerox the notes for the student. The student should be encouraged to recopy the notes and to challenge the tutor to explain any unclear statements. Xeroxed lecture notes may be available from professors depending on departmental or individual policy. The class notes should be provided to the student in a timely manner to avoid “cramming.” The tutor may highlight the lecture notes to point out the salient points or to teach the student how to outline.

6. If a student is absent, the student must make up the work within a given period of time agreed to by the student and teacher. It should not be the role of the tutor merely to help the student “cram” just before the final deadline. Often teachers give assignment due dates well in advance, so if a student knows he/she will be absent on a certain date, the student should—Whenever possible—begin the assignment before the absence instead of waiting until after the absence has occurred.

7. The tutor should try to help, not intimidate, a student. Therefore, a tutor should phrase suggestions and advice in a way that will not intimidate the student.
8. **Example:** Instead of a tutor saying, “You made a mistake” or “This is wrong,” the tutor should offer help in the form of questions or suggestions, such as “Can you think of another way of saying this?” of “How about taking another look at how this paragraph is organized?” or “If the test is going to focus on the Renaissance, what events do you think will be included?”

9. When weaknesses are pointed out, the tutor should not simply give answers and solutions but should direct the student to the resources that contain the information, such as the text, a dictionary, a thesaurus, the reference room, etc.

10. To help the student with time management, the tutor can help the student estimate how long a particular assignment may take the student to complete or how long the student may need to study for a test.

11. The tutor may need to encourage motivation where interest and effort are lacking. The effort to stimulate academic performance must not violate the guidelines of academic integrity.

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**GUIDELINES FOR TUTORING WRITTEN ASSIGNMENTS**

1. The tutor should be aware of the specific assignment and the guidelines and expectations provided by the professor issuing the assignment.

2. The student should actually write the essay—that is, put pen to paper, as opposed to dictating the paper to the tutor to write down. The tutor should make this a learning experience for the student so that the student can feel justifiably proud of his/her accomplishment.

3. Tutors may **advise**, **guide**, and **teach** at any stage of the writing process:
   a. Brainstorming for ideas,
   b. Helping select a topic that is appropriate for the student and the assignment,
   c. Organizing the material/ideas; outlining,
   d. Checking for errors

4. The tutor should not type the student’s paper because there will be too much temptation to correct errors that the student missed. Typists are readily available to students.

5. The tutor’s job is to help students find their own mistakes and discover ways they can improve their writing; consequently, the tutor should not correct the errors (proofread) for the student. Instead, the tutor should point out one or two examples of the error, explain the problem, and then ask the student to look for other instances of that error.
a. Example:
   i. If the tutor sees a reoccurring problem, such as not putting a comma before a conjunction in a compound sentence, the tutor should say something like this: “This sentence is really made up of two sentences combined by this conjunction.

   ii. When this happens, we put a comma before the conjunction. Look for other places in the essay where this same situation occurs, put in the commas, and then show me your corrections.”

6. The tutor must not at any time write a paper for a student. Guidelines or samples may be provided, but not copied. The tutor is expected to show the student important expectations of the professor, as illustrated in the sample paper.

7. The tutor may show a student how to find material in a library for a paper that requires research; however, the tutor may not do the research for the student, nor may the tutor find the materials while the student simply follows along. The goal here is to teach the student how to use the library resources. The tutor may show the student how to use the card catalog or the Reader’s Guide; however, the student must then find the remaining materials, although this can be with tutor supervision.

8. Students may use a computer spell-checker to identify misspelled words, or a tutor may choose to ask the student to identify and correct misspelled words. Use of a dictionary is encouraged.

9. The tutor should help the student with revision by pointing out examples of weaknesses in the paper, suggesting some potential changes, providing some examples of possible rewording or reconstruction of the work presented by the student.

GUIDELINES FOR TUTORING IN READING

1. The tutor must have access to the text and is responsible to have read the material previous to any tutorial effort.

2. Tutors can help students determine main points of the chapter, etc., by pointing out main points as first and explaining why they are significant. The tutor’s intervention should decrease gradually during the course of the semester. By the end of the semester, the student should be able to find the main points without the tutor’s help.

3. Tutors may help the student understand what he/she is reading and studying by discussing the content with the student, by asking the student questions, and by asking the student to summarize or otherwise indicate that he/she understands the content.
4. The tutor may use his/her own notes from the class to help the student.

5. Students with reading problems should be referred to the reading specialist.

6. Prior to the student’s reading of an assigned passage, the tutor may provide an outline of the text for the support of the student.

7. The tutor may read with the student, and when the tutor determines that the student does not adequately understand the reading material, the tutor may present the content of the passage by paraphrasing or quoting the text.

**GUIDELINES FOR TEST PREPARATION**

1. The tutor may not give the student any copies of current tests or divulge any test information to a student; however, if an outdated test is donated by the teacher, that test may be used by a tutor to help the student understand the types of questions that may be asked.

2. The tutor should help the student learn how to take various types of tests (true/false, multiple choice, essay, etc.) and how to identify what content would be needed to take a specific type of test instead of focusing on memorizing facts to get by a particular test. The task of the tutor is not only to help the student learn the content, but also to master the process of learning.

3. For an essay exam, such as the humanities synthesis, the tutor should help the student organize and prepare the “pre-structured” answers to possible test questions. The process of organizing, outlining, and writing should rest mainly on the student; however, the tutor is encouraged to show examples or review sample tutor responses, which should reflect the standard expected by the instructor.

4. For multiple choice, fill-in-the-blank, and matching tests, the tutors are encouraged to make up sample questions and review strategies for the best methods of taking tests. The tutor may demonstrate how information provided in a lecture may be presented in a multiple choice test format. The tutor should also help the student in constructing multiple choice questions.

5. A tutor may help the student identify the objectives and locate the information in the student’s text or notes; however, the student should be increasingly able to find the answers independently after a while. The tutor should not write the answers him/herself, however, once the student has found the correct information. Tutors should help the student figure out missing information by asking questions, not by giving the student information.
6. A tutor may help a student prepare flash cards or study sheets.

7. Where objectives are provided for the class, the tutor may help the student respond with success to measurable objectives stated in the course syllabus. Where objectives may have written responses, the tutor may work with the student as he/she writes the responses. Previously completed objectives may be used by the tutor and student as a source for review.

8. The tutor may help a student with a take-home exam only if the test policy of the teacher permits it.

9. The student (not the tutor) is responsible for the test results and for telling the tutor which chapters, etc., will be covered on the test. It is not up to the tutor to check with the teacher to determine what will be on the test.

GUIDELINES FOR HOMEWORK ASSIGNMENTS

1. The student should be responsible for the instructions for the assignments.

2. The tutor may use completed homework assignments from previous semesters as a tutoring aid and may provide examples for the student, such as how to find a response, how best to articulate and answer, how to organize important information, and how to solve the problem.

3. The tutor may offer advice about what specific professor expects and may suggest methods for completing the homework assignments.

4. The tutor must be able to “work” the problems assigned to the student in a manner consistent with the instruction presented in the text or in the class.

5. Tutors may not dictate or “just give” the students previously completed assignment to recopy as the student’s own work.

6. The tutor may evaluate weaknesses in problem solving or doing assignments. The results of the evaluation may lead the tutor to review skills that are underdeveloped or absent.

7. Tutors may need to work through a problem until the student is able to reproduce the method on the specific problem and in similar problems.

8. Students should become proficient at explaining and presenting the process and method—not just recopying.
GUIDELINES FOR TUTORING FOR SPECIAL PROJECTS

1. The student is ultimately responsible for getting the instructions for a special project, such as a research paper, a semester project, art or music projects, etc.

2. The tutor may offer advice and instruction on a project, such as how to choose a topic, how to do research, how to organize the materials, etc.; however, the tutor must not do any of the research or work him/herself.

3. The tutor must be prepared to assist the student in completing potential extra credit provided in the syllabus in the time frame indicated. The student, not the tutor, initiates the extra credit work, but the tutor provides the supports necessary to see that the work is completed according to the conditions stated by the professor.

GUIDELINES FOR TUTORING A STUDENT WITH IN-CLASS ACTIVITIES

1. Some in-class activities cannot be conducted without the interaction of a group. In these situations the student and tutor should meet with the professor to discuss alternative educational experiences that might closely approximate or replace the experience lost due to the absence.

2. Often a science lab experience is set up for a one-week period, and if a student has an excused absence that results in a loss of an assigned lab period, a student should (with the permission of the professor) make up the lab during the week. If that is not possible, the tutor may (with the approval of the professor) set up the lab, provide the information given at the lab session, and guide the student through the lab procedure.

3. A tutor may help a student prepare an oral presentation to a class by advising, guiding, and teaching at any stage of the preparation process:
   a. Brainstorming for ideas,
   b. Helping select a topic that is appropriate for the student and the assignment
   c. Organizing the information; writing an outline
   d. Writing the rough draft (of a speech, etc.)
   e. Creating audiovisual materials
   f. Practicing the presentation orally

4. The tutor must not write the presentation for the student, use a presentation that already exists, or make and audiovisual aids for the student.
## APPENDIX G - 24 HOUR SCHEDULE

*Provided by the ACADEMIC PEER ADVISOR PROGRAM*

<table>
<thead>
<tr>
<th>TIME</th>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
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## APPENDIX H – 15-WEEK SCHEDULE

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*Provided by the ACADEMIC PEER ADVISOR PROGRAM*
# APPENDIX I – 12-HOUR SCHEDULE

## Provided by the ACADEMIC PEER ADVISOR PROGRAM

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<tr>
<th>Hour</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td>7:50 AM TO 8:40 AM</td>
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<td>9:50 AM TO 10:40 AM</td>
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<td>1:30 PM TO 2:20 PM</td>
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<td>3:30 PM TO 4:20 PM</td>
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<td>4:30 PM TO 5:20 PM</td>
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<td>5:30 PM TO 6:20 PM</td>
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<td>6:00</td>
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</table>
APPENDIX J – ACADEMIC PEER ADVISOR EVALUATION

Please take a few minutes to complete this evaluation. When finished with the evaluation, please fold in half, staple it, and send it to ______________, Academic Dorm Director of ____________, at CPO # 71-_____ , or to the APA Program Coordinator, c/o Student Resources, via the campus mail. Please feel free to attach additional sheets.

Dorm_________ Wing__________ Name of your APA_______________

1. How many semesters have you been at ORU (including this one)?__________

2. How often does your APA approach you concerning academic matters?
   __________ times per month.

RATING: 1 = Lowest; 5 = Highest. Circle one number (1 to 5).
Fill in the blank spaces and make any additional comments as needed.

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>High</th>
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</thead>
<tbody>
<tr>
<td>a. Are academic announcements adequately posted?</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Comments:__________________________</td>
<td>3</td>
<td>4</td>
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<td></td>
<td>5</td>
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<tr>
<td>b. How well do the academic bulletin board or posted announcements grab your attention?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Comments:__________________________</td>
<td>3</td>
<td>4</td>
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<td></td>
<td>5</td>
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<tr>
<td>c. Rate your APA on his or her ability to relate information in hall meetings in clear, understandable manner.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Comments:__________________________</td>
<td>3</td>
<td>4</td>
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<td>5</td>
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<tr>
<td>d. Rate your APA as to his or her willingness to obtain information to answer your questions.</td>
<td>1</td>
<td>2</td>
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<td>Comments:__________________________</td>
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<td>4</td>
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</table>

Veritas et Scientia per Deum 69
e. Rate your APA as a role model or wing leader.
   Comments:______________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   Low                   High  e. Rate your APA as a role model or wing leader.

f. Rate your APA on his or her availability to you.
   Comments:______________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   Low                   High  Rate your APA on his or her availability to you.

3. What has been the performance of your APA in encouraging you?
   _____Excellent _____Good _____Average _____Fair _____Poor
   Comments:______________________________________
   ________________________________________________
   ________________________________________________
   Low                   High  What has been the performance of your APA in encouraging you?

4. Give examples of how your APA has built credibility with you and others on the floor.

5. Have study sessions been available on your floor? Were they productive? What would you suggest?

6. Describe ways or give instances when your APA helped you with a problem. How did your APA help solve the problem?

7. How do you think the APA position could be better used to serve the students? What suggestions do you have for this program?
## APPENDIX K – HEAD APA EVALUATION

Head APA ______________________ DATE ______________________

Please take a few minutes to complete this evaluation. When finished with the evaluation, please fold it in half, staple it and send it to the APA Program Coordinator in the APA Program Office, c/o Student Resources Office.

**RATING:**  1= Lowest; 5 = Highest. Circle one number (1 – 5). Fill blank spaces and make additional comments as needed.

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
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<tbody>
<tr>
<td>1. Do you feel you are adequately informed on when and where your meetings are each week?</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>2. Rate your HAPA on his or her ability to relate information in meetings in a clear, understandable manner.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>3. Rate your HAPA on his or her willingness to obtain information to your questions.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>4. What is your HAPA’s attitude toward his or her position?</td>
<td>1 2 3 4 5</td>
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<td>5. Rate your meetings in the following areas:</td>
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<tr>
<td>a. Organization</td>
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<tr>
<td>b. Interaction of APA’s</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>c. Content and format</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>d. Enjoyment (fun)</td>
<td>1 2 3 4 5</td>
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<tr>
<td>e. Attendance of members</td>
<td>1 2 3 4 5</td>
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<tr>
<td>f. Cohesiveness of group</td>
<td>1 2 3 4 5</td>
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<td>g. Information</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>h. Meeting as a whole</td>
<td>1 2 3 4 5</td>
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</table>
6. Rate your Director on the following areas:
   a. Organization
      Low                  High  
      1  2  3  4  5
   b. Availability
      1  2  3  4  5
   c. Leadership
      1  2  3  4  5
   d. Effort
      1  2  3  4  5

7. Describe how your group of APA’s function in each of the following areas:
   Support with the group; open communication
   __________________________________________________________
   __________________________________________________________
   Efficiency
   __________________________________________________________
   __________________________________________________________
   Good relationships between the APA’s; cohesiveness
   __________________________________________________________
   __________________________________________________________

8. How has your HAPA helped or hindered these areas? Give suggestions for improvements.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

9. Discuss your relationship with your HAPA. What has the HAPA done to promote this relationship? How can this relationship be improved?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

10. Do you feel you can openly discuss things with your HAPA? Why or why not? Do
you feel the other APAs can?

_____________________________________

_____________________________________

_______________________________

11. How enthusiastic is your HAPA?

_____________________________________

_____________________________________

_______________________________

12. How would you rate the general enthusiasm of the APAs in your dorm group?

_____________________________________

_____________________________________

_______________________________

13. What are you HAPA’s strengths and weaknesses?

_____________________________________

_____________________________________

_______________________________

14. How would you improve the program? (Use the back of the page if needed)

_____________________________________

_____________________________________

_______________________________

15. Did your HAPA encourage your spiritual development? What are your comments regarding the APA Devos?

_____________________________________

_____________________________________

_______________________________
APPENDIX L – COORDINATORS/DIRECTOR EVALUATION

Coordinators ________________________ DATE ________________________

Please take a few minutes to complete this evaluation. When finished with the evaluation, please fold it in half, staple it and send it to the APA Program Director in the Student Resources Office.

RATING: 1 = Lowest; 5 = Highest. Circle one number (1 – 5).
Fill blank spaces and make additional comments as needed.

1. Do you feel you are adequately informed on when and where your meetings are each week? 1 2 3 4 5

2. Rate your Coordinator on his or her ability to relate information in meetings in a clear, understandable manner. 1 2 3 4 5

3. Rate your Coordinator on his or her willingness to obtain information to your questions. 1 2 3 4 5

4. What is your Coordinator’s attitude towards their position? 1 2 3 4 5

5. Rate your meetings in the following areas:
   a. Organization 1 2 3 4 5
   b. Interaction of APA’s 1 2 3 4 5
   c. Content and format 1 2 3 4 5
   d. Enjoyment (fun) 1 2 3 4 5
   e. Attendance of members 1 2 3 4 5
   f. Cohesiveness of group 1 2 3 4 5
   g. Information 1 2 3 4 5
   h. Meeting as a whole 1 2 3 4 5
6. Rate your Director on the following areas:
   a. Organization
   b. Availability
   c. Leadership
   d. Effort

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7. Describe how your group of APA’s function in each of the following areas:
   Support with the group; open communication

   __________________________________________________
   __________________________________________________

   Efficiency
   __________________________________________________
   __________________________________________________

   Good relationships between the APA’s; cohesiveness
   __________________________________________________
   __________________________________________________

8. How has your Coordinators helped or hindered these areas? Give suggestions for improvements.
   __________________________________________________
   __________________________________________________
   __________________________________________________

9. Discuss your relationship with your Coordinators. What has the Coordinators done to promote this relationship? How can this relationship be improved?
   __________________________________________________
   __________________________________________________
   __________________________________________________
10. Do you feel you can openly discuss things with your Coordinators? Why or why not? Do you feel the other APAs can?

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

11. How enthusiastic are your Coordinators?

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

12. How would you rate the general enthusiasm of the APAs in your dorm group?

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

13. What are you Coordinators’ strengths and weaknesses?

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

14. How would you improve the Program? (Use the back of the page if needed)

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

15. Did your Coordinators encourage your spiritual development? What are your comments regarding the APA Devos?