

**Requirements:**

- Tutors must maintain a 3.0 or higher cumulative G.P.A.
- Have an A or B in the course(s) they wish to tutor
- Must be a sophomore in semester of hire. You can apply as a freshman the semester prior to being a sophomore.

**Applications will be reviewed only upon receipt of all the following materials:**

- Current unofficial transcript, including transfer transcripts
- One letter of recommendation from an instructor in the area you wish to tutor (on letterhead or from the writer's official university email account)
- Essay response to the prompt(s) on the back of the application

**Position description:** Tutors are trained in methods to guide students towards independent learning. Training topics include guided questioning, learning preferences, content specific tutoring skills and more. Leadership opportunities and pay raises are available with each level of training completed.

**Please note:** There is mandatory, paid new tutor training during the week prior to the beginning of the semester of hire. Tutors are expected to commit to ongoing, paid tutor training throughout the semester.

Name: \_\_\_\_\_ SID: \_\_\_\_\_  
Last First M. I.

Address: \_\_\_\_\_  
Street City, State, Zip

Phone Number: \_\_\_\_\_ UA email: \_\_\_\_\_

Major: \_\_\_\_\_ Minor: \_\_\_\_\_

Cumulative G.P.A.: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_

Current Class Standing:  Freshman  Sophomore  Junior  Senior

Have you received CRLA certification?  Yes  No If so, what level? \_\_\_\_\_

Are you eligible for Federal Work Study? (not required)  Yes  No

Approximate number of hours you would like to work weekly (8 hours min. required): \_\_\_\_\_

Below are subjects/areas we generally hire for. Please select those you are interested in tutoring.

- |   |  |  |                                  |
|---|--|--|----------------------------------|
| <input type="checkbox"/> Writing Center | <input type="checkbox"/> Chemistry 151             | <input type="checkbox"/> Phys. 141 (calc. based) | <input type="checkbox"/> MIS 111 |
| <input type="checkbox"/> Algebra        | <input type="checkbox"/> Chemistry 152             | <input type="checkbox"/> ASTR 170B1/203          | Other _____                      |
| <input type="checkbox"/> Calculus 1     | <input type="checkbox"/> Organic Chem. 241/3 A     | <input type="checkbox"/> Accounting 200          | _____                            |
| <input type="checkbox"/> Calculus 2     | <input type="checkbox"/> Organic Chem. 241/3 B     | <input type="checkbox"/> Accounting 210          | _____                            |
| <input type="checkbox"/> Math 263 Stats | <input type="checkbox"/> Phys. 102 (algebra based) | <input type="checkbox"/> Econ 150                | _____                            |
|   | <input type="checkbox"/> Phys. 103 (algebra based) | <input type="checkbox"/> Econ 200                |                                  |

Previous Employment History

Employer	Responsibilities
Job title	
Start/end dates	
Supervisor	
Reason for leaving	

Employer	Responsibilities
Job title	
Start/end dates	
Supervisor	
Reason for leaving	

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Job title	
Start/end dates	
Supervisor	
Reason for leaving	

**Tutor essay (required for all applicants): In 1-2 pages, answer the following prompts**

- Why do you want to tutor?
- Describe an ideal tutoring session and explain, why is it ideal?
- Describe a time you helped someone accomplish something (academic or otherwise). What was successful or not successful about your assistance? What would you do differently in the future based on this experience if you were to help someone else?

**Writing Tutor essay (required for all Writing Center tutor applicants in addition the tutor essay)**

Please write a one-page, single-spaced discussion of the scenario below. Please dedicate approximately 1/2 page to describing how you would talk to the student about the 2-3 most important points you would want to convey to guide her to revise well (and how you would present those ideas to her), and another 1/2 page describing why you would respond that way.

A first-year student comes in and says, “My teacher told me to come see you to get help on the beginning of my analysis of a music video. She says my introduction is pretty general, and my thesis isn’t defined enough. I don’t really know what she means by any of that.” She then shows you the following paragraph:

Ludacris did a music video for his song “Get back” and it really shocked everyone when it came out because it was so creative. The creativity shows in all the weird objects he films and how he acts. People asked “what does the video have to do with the lyrics?” The video does not seem to match the song at first, but if you look, you see Ludacris had a good point in making it the way he did.

Applicant signature: \_\_\_\_\_

Date: \_\_\_\_\_