

## AA 4.Learning Support Center (LSC) Policy

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<b>Title:</b>	Learning Support Center Policy
<b>Policy Number:</b>	AC 11/ 10.2015
<b>Effective Date:</b>	October 6, 2015
<b>Issuing Authority:</b>	Council of Deans

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### 1. RATIONALE

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Student learning is the net sum of the learning acquired through lecturing, homework, projects, self-study, research, debates, discussions, tests, competitions, lab experiments, reflection, case studies, delivery modes such as mobile devices, PowerPoint presentations, internet resources, whiteboard, and so on. For sure a single teaching/learning mode or delivery approach is not sufficient by and in itself, and there is no such thing as a “most effective practice” when it comes to students’ learning. Learning is a complex process and what suits one student’s preferences may fail with others.

Technology, online learning opportunities and the emergence of for-profit universities have expanded the sources of knowledge and skills attainment. Traditional non-for profit Universities are forced to adapt and innovate educational models to sustain its viability. Notwithstanding the power of marketing embellished with awesome slogans and promises of a “world class education”, it is truer than ever that attained learning and personal and character attributes of graduates remain the most important manifestations of an institution’s credibility. From the mix of ideas and tools, human interaction that occurs between the teacher and the learner and the fusion of many learning opportunities an institution avails to students remain the most convincing argument an institution can make in support of the slogans and promises it makes.

The role of the institution, through the instructor, is to encourage the application of various teaching/learning modes in the hope that in combination will lead to effective accumulation of knowledge and competencies. To add, yet another opportunity for students to learn, RHU has established a learning support center in each college. The aim of the LSCs is to provide students a just-in-time peer-to-peer learning through individualized or group assistance in a supportive atmosphere beyond classroom instruction and normal instructor’s help.

The LSCs benefits the students in two ways. First, students who experience academic challenges have the chance to receive extra instruction from peers who took the same course and who can explain concepts in a manner personally tailored for the student academic needs. Secondly, high achieving students have the chance to teach (and hence review) basic lessons, practice their skills and receive training in how to teach. The LSCs are not meant to replace classroom instruction, or any other learning opportunity offered by faculty members but to assist help students in becoming more efficient and effective learners.

LSC will be staffed with qualified RHU graduate and undergraduate students who serve as peer tutors in a variety of academic disciplines. At this stage, qualified graduate and undergraduate students under the supervision of a faculty member are assigned the responsibility to be present in the centers all day long. Students may individually or in groups visit any of those centers and seek help on solving homework problems, understanding concepts, seeks assistance on projects in any subject matter. The services provided in the centers are free for all students. LSC services may include tutoring, mentoring, supplemental instruction, and computer-aided instruction delivered through one-to-one tutoring, small study groups, workshops and/ or presentations.

The topics of workshops and presentations may include (but are not limited to):

- Planning, organizing and managing time.
- Assessing the best ways of learning in different environments.
- Reading, writing, note taking and exam-taking strategies.
- Providing review sessions in selected course subject areas like Math and English

- Dealing with specific academic problems, particularly for students who are on probation or at-risk.
- Accessing supplementary resources for various academic disciplines.

## 2. DEFINITIONS

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LSC - Learning Support Center

PT - Peer tutors (i.e. current or former RHU students)

SAO – Student Affairs Office

UAcB – University Academic Board

## 3. Policy

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- A Faculty Coordinator shall be assigned by the college dean in consultation with the department chairs to administer and oversee the LSC's activities;
- Peer tutors shall be selected from qualified recipients of Work Study and GA grants;
- Services of the LSC are rendered to all RHU students at no cost;
- The LSC will be open as many hours per week as possible, given adequate coverage by peer tutors; The optimum schedule would include 4 peer tutors in different disciplines available for consultations from 8 am to 4 pm every work day during the semester, reading and review period and final exam week;
- Students may 'drop-in' to the LSC for help or they may be referred by instructor for a one-time or weekly sessions;
- Students who use the services of the LSC must abide by the LSC rules and follow the guidelines listed below;
- A daily record shall be kept of students benefiting from the LSC services;
- The effectiveness of the tutoring sessions and workshops shall be assessed through surveys and feedback from services' recipients. A drop box shall be installed in the LSC for students' comments;
- Follow up shall be made on students' performance who have used the LSC.

## 4. Locations

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The LSCs are located in H-xxx for the College of Science and Information Systems, D-205 for the College of Engineering and H-101 for the College of Business Administration and F-xxx for English Language.

## 5. Guidelines

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### 5.1 LSC Coordinator

The LSC coordinator is a faculty member assigned by the dean of the college on a weekly basis. A faculty member may be assigned the coordination responsibility for more than week during the semester. Responsibilities of the Coordinator for the LSC include:

- Liaising with and report to college dean;
- Being available to offer help on academic matters that could not be resolved by the tutors;
- Facilitating communication with faculty and RHU staff;
- Ensuring that students are getting the support they need;
- Determining and suggest appropriate help for students;
- Overseeing the work of peer tutors;
- Maintaining record of students' usage;
- Submitting a brief report indicating his/her impressions and recommendations to improve the LSC performance.

## 5.2 LSC Peer Tutors

Peer tutors are either graduate students on GRA support or upper level undergraduate students supported under the work study program. Responsibilities of Peer Tutors include:

- Answer students' enquiries or refer them to the faculty coordinator in case they are not able to answer inquiries.
- Assisting students in accessing academic and university resources;
- Reviewing class material and help students improve their study skills;
- Keeping records of students and the type of support they receive;
- Serving the required number of hours per week.

## 6. Stakeholder Impact and Scope

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The LSC will have a positive impact on student learning by giving students additional opportunity to learn educational resources.

## 7. Related Documents

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- Work Study Policy
- Graduate Assistant Policy
- Students Rights and Responsibilities

## 8. REVIEW AND APPROVAL

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**OFFICER RESPONSIBLE:** VP for Academic Affairs

**AUTHORITY:** University Academic Board

**POLICY REVIEWED BY:** Board of deans, academic units, registrar.

**EFFECTIVE DATE:** October 6, 2015

**REVISION HISTORY:** None

**RELATED POLICIES:** Work study policy; graduate assistants policy; students rights and responsibilities; duties and responsibilities of faculty members, chairs and deans.

**FINAL APPROVAL BY THE PRESIDENT:**

Signature: 

Date: January 1, 2018