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Owner Faculty Organization
 Policy Area College of Nursing CNG
 Applicability MVHS

Student Peer Tutoring, CNG-100.33

PURPOSE

To outline the process for application and qualifications of a student to become a peer tutor. The purpose of peer tutoring is to enhance student learning by offering tutoring assistance to a student or group of students by another student. The peer tutor is a student who will help others understand assignments, explain key concepts within a course, offer feedback and encouragement and share appropriate resources.

SCOPE

Faculty, Students, Dean of Student and Faculty Development

REFERENCES

Academic Coaching Specialists USA. (2023). Tutoring vs. academic coaching. Retrieved from <https://academiccoachingspecialists.com/tutor-vs-academic-coach/>

Russ, V. (2019). A comparison of peer tutoring to academic tutoring on at-risk college students. *Journal of education and social policy*, 6(1), pp. 11-113.

DEFINITIONS / ABBREVIATIONS

Academic coach – An academic coach is one who focuses on the “process of learning.” A coach helps students examine their learning styles, habits of working, and current difficulties or barriers to success. The coach and students create and put in place more effective strategies than are the norm. The aim is to heighten awareness of what it takes to achieve academic success and anchor this with new strategies, a supportive relationship, and personal accountability. The purpose of coaching is broader than tutoring. There is less focus on content and more emphasis on learning strategies.

Academic and Simulation Lab Professional - ASLP

CC - Course Coordinator

DSFD – Dean of Student & Faculty Development

Peer tutor – A peer tutor is a student enrolled at SECON who gives instruction to other learners within an individual or group setting. The purpose of tutoring is to help students help themselves, or to assist or guide them to the point at which they become an independent learner, and thus no longer need a tutor. The focus is comprehension of unit content and how it connects to the broader course concepts.

SECON – St. Elizabeth College of Nursing

PROCEDURE / DIRECTIVE

1. Criteria for Becoming a Peer Tutor

- A. Each student who is interested in becoming a peer tutor will fill out the attached application and give it to the ASLP or DSFD (Appendix A).
- B. To be considered to be a peer tutor, the student must have the following qualities:
 - Desire to help others to learn
 - Ability to communicate clearly and effectively
 - Ability to maintain peer confidentiality
 - Strong listening skills
 - Desire to work with diverse populations
 - Responsible, dependable, honest
- C. To be considered to be a peer tutor, the learner must meet the following minimum requirements:
 - Have a history of high academic achievement
 - Have two strong recommendations from current or previous instructors (Appendix B)
 - Uphold a commitment to tutoring and remain available throughout duration of the course/semester
- D. To be considered as a peer tutor, the following criteria are preferred:
 - Minimum GPA of 3.0
 - Must have obtained a minimum grade of a B in the course willing to tutor

2. Application Process to Become a Peer Tutor

- A. The DSFD/ASLP will review the learner's application, faculty recommendation forms, and requirements for the role of peer tutor
- B. The DSFD/ASLP will notify the learner of acceptance or denial for the role of peer tutor
- C. The DSFD/ASLP will notify the appropriate CC of the learner being accepted as a peer tutor for

the course

- D. The DSFD/ASLP will schedule an interview with the learner interested in becoming a peer tutor

3. Process for Orientation to Role

- A. The CC and DSFD/ASLP will be available as an academic coach to the peer tutor and assigned learner
- B. The CC and peer tutor will establish meeting times to review course concepts and expectations for tutoring
- C. The DSFD/ASLP will be available for additional orientation and assistance with expectations for peer tutoring
- D. The DSFD/CC/ASLP will meet with learners who have established an interest in being tutored by a peer
- E. The learner is responsible for contacting the peer tutor to establish meeting times for tutoring sessions
- F. The peer tutor is responsible for maintaining communication with the CC regarding meeting times
- G. The CC/DSFD/ASLP will make every effort to be available for assistance during tutoring sessions as required
- H. The CC/DSFD/ASLP may provide supplemental teaching materials to the peer tutor to facilitate tutoring sessions with the assigned learner(s)

4. Process for Feedback

- A. The peer tutor is responsible for communicating outcomes of tutoring sessions to the CC
- B. The CC will communicate outcomes of tutoring sessions and progress of the learner to the DSFD/ASLP
- C. The learner seeking tutoring services will complete an evaluation of the tutor and tutoring process at the completion of the course (Appendix C)
- D. The DSFD/ASLP will collect the evaluation form and place it in the student's academic file

5. Service Based Learning

- A. The peer tutor may use this opportunity for their Service Based Learning experience with the understanding that the commitment for tutoring is for the duration of the length of the course willing to tutor

CONTENT EXPERT(S) / RESEARCHER(S) / CONTRIBUTOR(S):

This Document Replaces:

NSG-CNG-100.33

Attachments

- [!\[\]\(a22ba4e13c745edbf29e51af246c4c12_img.jpg\) Faculty Recommendation Peer Tutor \(CNG-100.33\).pdf](#)
- [!\[\]\(33b18af9a4b997eb52666cfeb3c44157_img.jpg\) Peer Tutor Application \(CNG-100.33\).pdf](#)
- [!\[\]\(262b158440b847a82f89a14cab8644ec_img.jpg\) Peer Tutor Evaluation \(CNG-100.33\).pdf](#)

Approval Signatures

Step Description	Approver	Date
Owner	Faculty Organization	7/2/2025

Applicability

MVHS

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