The Learning Enrichment and Assistance Program
Informational Handbook
2017

Contact LEAP Director:
Meredith Garrett: 704-406-4562 or mpgarrett@gardner-webb.edu
Updated 12/13/2016
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The Learning Enrichment and Assistance Program (LEAP)  
An Overview

(LEAP) is an academic support service connected to Gardner-Webb University’s Undergraduate Student Success Center. LEAP’s flagship service is Peer Tutoring. Through our tutoring services, we hope to contribute to the tutors’ and tutees’ personal development and academic success. LEAP is not equipped to offer tutoring assistance for all Gardner-Webb courses; however, we strive to provide tutoring assistance for highly requested courses found within Gardner-Webb University’s general education curriculum. LEAP is one of the many student resources Gardner-Webb University offers undergraduate students in need of academic assistance. To learn about other academic resources GWU offers, please read “Before Scheduling a Tutoring Appointment,” and be sure to become familiar with Gardner-Webb University’s various Academic Success Programs.

LEAP peer tutoring provides undergraduate students with the opportunity to schedule an individual tutoring appointment with a peer tutor who has previously excelled, or is currently excelling, in the requested course. During the student’s tutoring session, the tutee will receive individual attention in a supportive environment in which he or she has the opportunity to: discuss course concepts, course material, and/or prepare for a course exam or presentation. Peer tutoring is a free service to undergraduate students. LEAP does not provide tutoring for Graduate students.

LEAP and the College Reading and Learning Association (CRLA)  
Tutor Certification

LEAP is currently in the application process of becoming a level three, CRLA certified, tutoring center. The purpose of this training is to align LEAP tutoring services with the best tutoring practices. All LEAP tutors will be required to participate in LEAP CRLA training requirements. In order for the center to receive level three certification, the center must provide tutors with a minimum of 30 hours of CRLA approved training (training will be delivered in various formats) as well as submit a record of at least 75 hours of tutoring sessions. Each tutor will be eligible to receive level 1, level 2, or level 3 certification depending on their employment status. For level 1 certification, the tutor must complete 10 hours of CRLA approved training and he/she must have 25 hours of completed tutoring sessions. For level 2 certification, the tutor must complete 20 hours of CRLA approved training and he/she must have 50 hours of completed tutoring sessions. For level three certification, the tutor must complete 30 hours of CRLA approved tutor training and he/she must complete 75 hours of tutoring sessions.

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**LEAP Vision Statement:**

“LEAP will continually research best tutoring practices as we strive to support the ever changing tutoring needs of our students.”

**LEAP Mission Statement:**

“LEAP provides excellent tutoring services for highly requested courses found within Gardner-Webb University’s undergraduate general education curriculum.”

**LEAP Statement of Goals:**

1. LEAP will provide ongoing CRLA training and professional development opportunities to our staff.
2. LEAP will follow the National Tutoring Association’s Code of Ethics and Gardner-Webb’s Honor Code.
3. LEAP will regularly communicate with key stakeholders within the GWU community to ensure student-centered tutoring services are provided.

_LEAP is open to student input and needs as we seek to provide the best tutoring services possible. Our policies and responsibilities are developed to benefit the student-learning process. Should you have questions or concerns regarding LEAP, please contact the LEAP Director._
Before Scheduling a Tutoring Appointment

Peer Tutoring is one of the many academic support resources Gardner-Webb University offers undergraduate students, and peer tutoring is not designed to be a student’s sole resource for academic assistance or success. Therefore, it is important for the student to become familiar with Gardner-Webb University’s Undergraduate Academic Success Programs and follow the steps below before scheduling a tutoring appointment:

- A student should **speak with his/her professor regarding their course-specific academic difficulties/concerns**. The student’s professor can help the student identify the specific areas of needed improvement. When the student is able to identify and communicate his/her course-specific needs, he/she will be able to maximize their learning experience during a tutoring session.
- The student should strive to **establish a reliable and consistent study partner/group** to help sustain his/her learning experience.
- A student should **inquire about departmental student tutoring groups**, for example, the Math Department has a Math Lab to assist students in need of Math tutoring. The Biology Department has a Biology Honor Society that assists students with Biology tutoring. Also, the [Writing Center](#) provides students with professional writing assistance for all GWU courses.

The Course I Need Tutoring Assistance for is Not Listed

While LEAP tutoring services priority remains with Gardner-Webb University General Education (Core Curriculum Courses), students have the option to log into WebbConnect, click on appointment scheduler, and select the “course- not offered, contact LEAP Director” option. LEAP cannot guarantee tutoring services will be available for the desired course, but the LEAP Director will see if the LEAP program can assist in some way.
How to Schedule an Appointment

All tutoring appointments must be scheduled by the student via Gardner-Webb University’s WebbConnect Program. Appointments are filled on a “first-come, first-serve” basis. To make an appointment, the student can log into WebbConnect, at any time, and schedule his/her tutoring appointment.

1. Log into WebbConnect
2. Click on Academic Support
3. Click "Peer Tutoring Appointment Scheduler"
4. Choose a class from the drop-down menu

If you are do not see the course listed you desire tutoring assistance for, please select- “course not listed, contact LEAP Director” to inquire about the possibility of tutoring for this course.

5. Select an available time and click "submit"

Appointment Reminders

As a courtesy, when the student schedules a tutoring appointment- he/she will receive an appointment reminder via email.

Missing Scheduled Appointments

If the tutee must miss a scheduled tutoring appointment, he or she should email or text the Director of LEAP 24 hours before the scheduled appointment time to cancel his/her appointment (failure to properly cancel 24 hours before scheduled appointment will count as a “no show” appointment). If the tutee is late (15 or more minutes) for his/her scheduled appointment, the appointment may be cancelled. If the student fails to notify his/her tutor or the LEAP Director of his/her delays, this will be recorded as a “no show” on the tutee’s record. If the tutee misses a total of three scheduled appointments, without a documented attempt to contact the Director of LEAP within the stated time frame, he/she must contact the Director of LEAP to discuss tutoring privileges for the remainder of the semester.

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How Many Tutoring Appointments Can I Attend?

The tutee can schedule up to two appointments (per course) per week. The sessions cannot be “back-to-back” or consecutive sessions. In other words, the tutee can only schedule one session, per course, per day (up to two per week). The tutoring schedule operates on a first-come, first-serve basis and tutoring times fill up quickly, so if you must miss an appointment, it is important that you cancel your appointment at least 24 hours before your scheduled appointment time to allow tutoring assistance for other students.

When is Tutoring Offered?

Typically, LEAP is open Sunday through Thursday from 1-9pm. However, the schedule is not a fixed schedule. So, when a student wants to schedule a tutoring appointment he or she can: log into WebbConnect, click on Academic Support, select a specific course, and find the open times for the course he or she needs assistance with. Peer tutoring is not available during campus breaks (Spring Break, Easter, Summer Sessions, Fall Break, Thanksgiving, and Christmas).

Where Does Tutoring Take Place?

All tutoring sessions take place in Tucker Student Center, room 336.

How Long are Tutoring Appointments?

Peer tutoring appointments are scheduled for one hour, however; the student does not have to use the full hour.

What to Expect During a Tutoring Session

When the student (tuttee) enters the LEAP lab for his/her tutoring appointment, he/she must “sign-in.” The student’s tutor will provide a designated “sign-in sheet” upon the tutee’s arrival to confirm the tutee’s scheduled appointment. During the student’s tutoring session, the tutee will receive individual attention in a supportive environment in which he or she has the opportunity to: discuss course-specific concepts, review course-specific material, and/or prepare for a course-specific exam or presentation. It is important for the student to understand, their tutor is their coach; the tutor will NOT do their work for them as it would put the student and their tutor in direct violation of Gardner-Webb University’s Honor Code.

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Tutee Responsibilities

• The tutee is expected to “sign- in” for his/her appointment upon arrival.
• The tutee is expected to understand the professional boundaries of a tutor/tutee relationship. These dynamics include, but are not limited to the following:

  1. The tutee should not ask for his/her tutor’s phone number (or any other personal information or requests)
  2. The tutee should not email their tutor unless he/she needs to cancel an appointment
  3. The tutee must ensure they do not engage in non-academic, tutor session related, discussions during their scheduled tutoring sessions
  4. If the tutor feels he/she cannot effectively tutor a tutee (for various applicable reasons) the tutor may request to end further tutoring sessions with their tutee. If additional tutoring resources are available, the tutee may be reassigned to another tutor
  5. If at any time, the tutor feels he/she is doing the tutee’s work for them, the tutor may discontinue tutoring the tutee.

• The tutee is expected to be on time for his/her scheduled appointments.
• If the tutee must miss a scheduled appointment, he/she is expected to properly cancel his/her tutoring appointment(s).
• If the tutee is late (15 or more minutes) for his/her scheduled appointment, the appointment may be cancelled. This will be recorded as a “no show” on the tutee’s record.
• The tutee will review the policy for missing (or not properly cancelling) his/her scheduled tutoring appointments.
• The tutee will come prepared for his/her tutoring appointment(s) (for example: he/she will bring his/her textbook and/or notes from lectures, paper/pen/laptop-etc.). If the tutee is not prepared, the tutor will ask the tutee to retrieve the necessary material for the session, or the tutor will ask the tutee to reschedule their appointment.
• The tutee will be actively involved in working problems and discussing class material.
• In keeping with the University’s non-harassment policy, harassment of any kind will NOT be tolerated from neither the peer tutor nor the tutee.
• Each tutee should Complete a Tutor Survey. After each tutoring session, the tutor will ask the tutee to complete a confidential, online, tutor survey (computers are in the LEAP lab). By completing this survey, we can better assess the effectiveness of our Tutoring Program.
Prospective Peer Tutor Profile

The prospective Peer Tutor may fill out the **Peer Tutor Application, which can be found on the LEAP webpage.** The prospective Peer Tutor must have performed, or be performing, exceptionally well in the course(s) for which they hope to tutor. After the Director of LEAP reviews the application, as well as the tutees academic standing, the Director of LEAP will contact the appropriate professor or department chair to request tutor recommendations. The Director of LEAP will contact the applicant if an interview is to be conducted. Peer Tutors are hired on a semester basis, therefore; each tutor must be approved for re-hire each semester.

*University policy states a student who is receiving Federal work study compensation is not eligible to work for LEAP.*

Required Paperwork for New Tutors

If the prospective tutor is hired, he or she will be required to complete the listed employment forms. The Director of LEAP will provide the prospective tutor with the listed forms when the tutor has officially accepted the invitation to tutor for LEAP.

*If the tutor is already employed in another GWU department, he/she may be exempt from completing the following forms:*

- Two acceptable documents (US passport, or copy of Driver’s license and Social Security Card)
- I-9 (Employment Eligibility Verification Form)
- NC-4 (North Carolina Withholdings Form)
- W-4 (Federal Withholdings Form)
- Employee Emergency Contact Information Form
LEAP
(Learning Enrichment and Assistance Program)

Tutor Performance Logging System (TPLS)
Conditions of TPLS are subject to modification at any time

What is TPLS and what is the purpose of the system?

This system is being implemented to increase tutor awareness, and accountability, regarding LEAP tutor expectations and responsibilities. By implementing this system, the LEAP tutor and LEAP Director can work together to ensure each tutor is effectively fulfilling his/her duties as a LEAP tutor.

In addition, LEAP hopes this system provides LEAP peer tutors with ample opportunities for professional development growth while the LEAP Director documents vital tutor performance information as it relates to LEAP tutor expectations and responsibilities.

• At the LEAP Director’s discretion, when a tutor exhibits a behavior that is not in collaboration with LEAP tutor responsibilities and expectations, the tutor will be asked to meet with the LEAP Director. During this meeting, the LEAP Director will:
  • Discuss the concern with the tutor and document the tutor issue Tutor Performance Log (TPL)*
  • Place tutor on Tutor Performance Improvement Status (TPIS)**
  • Help the tutor complete a Tutor Performance Improvement Plan (TPIP)**

• A tutor who receives four TPL’s during the semester can be dismissed of his/her LEAP duties (terminated) at any time during the semester.

• A tutor who receives three (no more than three) TPL’s during the semester, may not be re-hired for the following semester.

• Every new semester, this system will be reset.
  • In all situations, the LEAP Director will assess the nature of the tutor concern- for example, if there is personal emergency- this will be taken into account during the process.
• EACH Peer tutor must meet with the Director at the end of each semester to complete and discuss their Peer Tutor Performance Evaluation.

1. **Tutor Performance Log (TPL)***- see example of TPL on page 3
2. **Tutor Performance Improvement Status (TPIS)***- status is similar to probation status. It indicates the tutor is at-risk of dismissal (termination)
3. **Tutor Performance Improvement Plan (TPIP)*****- see example on page 4
   Failure to comply with this plan will result in an additional TPL

*TPLS directly correlates with, but is NOT limited to, the list of LEAP tutor expectations/responsibilities. In all situations, the LEAP Director will assess the nature of the tutor concern-for example, if there is personal emergency (an uncontrollable event) this will be taken into account during the process.

**Peer Tutor Expectations and Responsibilities**

1. Peer Tutors are required to attend the one-on-one, end-of-semester, LEAP Tutor Performance Evaluation with the LEAP Director.
   - Failure to attend may result in tutor termination

2. Peer Tutors are **required** to attend each LEAP Tutor semester orientation in order to meet CRLA training requirements.
   - Missed orientation will result in tutor termination.

3. Peer Tutors are **required** to attend all tutor meetings.
   - Tutors are allowed to miss one meeting per semester, after the tutor misses more than one meeting, the tutor will receive TPL documentation.

4. Peer Tutors are expected to know and follow the policy for missing/blocking hours.
   - **Tutor cannot miss more than three scheduled tutoring days per semester** (three or more days absent will result in TPL documentation)

5. Peer Tutors should contact the Director and find coverage for their tutoring appointment at least two hours before their tutoring appointment if they are unable attend their appointment
   - Failure to do so will result in TPL documentation

6. Peer Tutors are expected to document each tutoring session in his/her tutee journal

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-Failure to document a session is equal to one TPL documentation

7. Peer Tutors expected to submit their timesheet on time
   - Peer Tutors are expected to be honest when reporting their hours of work on their time sheet *(issues with this will be result in TPL documentation)*
   - If not turned in on time, tutor will not be paid until next pay period *(each time the time sheet is late, TPL documentation will occur)*

8. Peer Tutors should demonstrate respectful attitudes, language, and behaviors towards colleagues, the program, Director, and tutees.
   - Issues concerning this results in TPL documentation

9. Peer Tutors are expected to remind students to sign-in for their tutoring appointments
   - Continually forgetting to do so, will result in TPL documentation

10. Peer Tutors are expected to encourage tutees to complete a tutor evaluation form after each session
    - Low ratio of tutor evaluations to tutee sessions will result in TPL documentation

11. Peer Tutors will respond to academic needs during each peer tutoring session, communicate and demonstrate helpful study skills, provide student with subject specific content support, as well as provide student with appropriate and genuine peer encouragement
    - Concerns regarding this will result in TPL documentation

12. Peer Tutors must keep all of their tutees information CONFIDENTIAL
    - TPL will be logged, and tutor may be terminated

13. Peer Tutors should not participate, nor engage, in negative conversations about specific professors or courses. If a tutee complains about a professor or a course, it is the tutor’s responsibility to positively redirect the conversation
    - Result in TPL documentation

14. Peer Tutors will uphold Gardner-Webb’s Honor Code as outlined in the Undergraduate Catalog
    - TPL logged, and tutor could be terminated

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LEAP Director’s TPL

Tutor:_______________________________

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Tutor Performance Improvement Plan

Tutor: ___________________________  Date: ___________________________

Effective immediately, you are being placed on Tutor Performance Improvement Status, as a result the following Tutor Performance Improvement Plan (TPIP), which defines specific areas where your job performance has not met tutor expectations, should be followed to avoid further tutor performance concerns (additional TPL documentation and possible tutor termination). Tutor professional growth improvement must be demonstrated in order to be released from the Tutor Performance Improvement Status.

TPL Concern:
List specific issues with the employee’s performance

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

Goals to Accomplish
Here are the specific steps that must be taken by the tutor to demonstrate Tutor Performance Improvement

1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________

Employee Acknowledgement:
I acknowledge this document accurately reflects the discussion that took place between myself and the Director, whose name appears below on the date indicated below. I understand what is expected of me in terms of the TPLS and TPIP as the consequences of failing to show improvement, accomplish goals, and maintain satisfactory performance could result in my employment termination.

Print Employee Name: ___________________________  Date: ___________________________

Employee Signature: ___________________________

Print Director Signature ___________________________  Date: ___________________________

Director Signature: ___________________________

Fall and Spring Orientation for all LEAP Peer Tutors (CRLA Training)

At the start of the fall and spring semester, LEAP will conduct a mandatory all-day orientation/training session (see CRLA Training, pg. 3) for all LEAP tutors. Peer tutors will be paid for attending this session.

Peer Tutor Code of Ethics (NTA)

- I understand my role as a tutor is to guide students’ to do their own work using the best learning approach possible.
- I will provide honest feedback in the form of positive praise and/or constructive suggestions to students I serve in a manner beneficial to their overall learning.
- I will demonstrate faith in each student's learning abilities understanding my primary goal is helping them discover and develop skills needed to reach their desired educational outcomes.
- I understand my relationship to each student I tutor is professional and not personal.
- I will respect and be sensitive to students’ cultural background and personal value system; keeping in mind their personal dignity.
- I recognize I will not have answers to every question asked. Therefore, I will seek assistance in finding answers to the student's questions and/or directing the student to “how” and “where” appropriate resources are for the information needed.
- I will maintain accurate records of tutoring sessions to fulfill expectations & requirements which exemplify excellence in tutoring.
- I will respect each student's personal dignity at all times.
- I will be on time for tutoring all appointments understanding excellence does not compromise time nor make excuses.
- I will keep information about all students I work with confidential.
- I understand the ultimate goal is to assist students in discovering how he/she best learns. I will accomplish this by helping each student develop the skills needed to achieve their best educational outcome.
- I will share any concerns I have with my supervisor.
- I recognize the win-win relationship tutoring fosters. I expect to learn along with each student I assist.
- I will keep current in both my subject area(s) and learning methodologies.
- I will remain flexible to my approach to student learning, respectful of the various learning styles and preferences.
- I will share techniques for improving study skills with students; respecting their differing learning styles and preferences while exhibiting excellence in my approach to the content being tutored.

The National Tutoring Association Tutor Code of Ethics is copyrighted by the National Tutoring Association, all rights reserved 2016. The National Tutoring Association Code of Ethics may be reprinted with acknowledgment to The National Tutoring Association who owns all rights.
Work Schedule

At the conclusion, or beginning, of each semester- the Director of LEAP will ask the tutors to complete a schedule indicating the times he/she CANNOT work during the semester. It is important that the tutor submit their schedule to the Director by the requested deadline. After the Director reviews all of the anticipated schedules, a tentative schedule will be presented to all tutors. After each tutor approves their scheduled tutoring time(s), this schedule will be “fixed” in that, if the schedule lists the tutor’s availability from 1-4 on Thursdays and Sundays, the tutor will work every Thursday and Sunday, from 1-4, for the remainder of the semester. Tutor’s scheduled times will not be changed once they are submitted. All tutors are expected to work during their scheduled hours in the LEAP lab (TSC 336), even if appointments have not been scheduled.

Modified LEAP Hours during Holidays and Breaks

Depending on the current semester student/tutor needs, the LEAP lab may close the day before and/or after a Holiday/student break to allow tutors the chance to prepare for the upcoming university closing. The Director of LEAP will provide all tutors with the necessary information regarding early closings, if applicable.

Tutor- Payroll and PayCom

Tutors will use PayCom to document their hours during the semester. Tutors will document their hours worked for the applicable two weeks at the conclusion of every pay period. The Director of LEAP may send the tutor courtesy reminders to help the tutor remember to turn in his/her time sheet. Time sheets are due, in PayCom, at 9am on the specified due date (every other Monday- see payroll schedule), if the tutor does not turn in his/her time sheet by the specified date and time, the tutor’s payment will be delayed.
**Monthly Peer Tutor Meetings**

Two monthly meeting times will be offered to all peer tutors the first Thursday and Friday of each month (excluding student breaks or holidays). The tutor can attend the Thursday meeting at 9:25 am in the LEAP lab, or he/she can attend the Friday meeting 2:00 pm TSC 336. The Director of LEAP will require all tutors to attend the **Monthly Peer Tutor Meeting**. The Director of LEAP will send each tutor a reminder for all required monthly meetings. All Peer Tutors are expected to attend the meeting. During this time any updates, concerns, or other related issues will be discussed. Tutors can document this hour on his/her timesheet to receive one hour of compensation.

**Course Demand and The Tutor’s Schedule**

Many of our tutors can tutor various subjects, so depending on student need; the tutor’s schedule may be adjusted to tailor our student needs. For example, the tutor may tutor Physics and Spanish, but LEAP is experiencing an unusually high demand for Spanish tutoring during a part of the semester, the Director of LEAP may ask the tutor to only tutor Spanish for a selected period of time. In addition, the Director of LEAP may request the tutor increase their weekly hours to help facilitate our student needs. The tutor is not required to increase their hours if his/her schedule does not permit the request for additional time. Any questions or concerns about his/her schedule should be addressed to the LEAP Director.
TUTORS- Missing Your Scheduled Tutoring Times, Appointments Scheduled with Tutee

1. Inform the LEAP Director immediately (via email, text, or phone call)
2. Contact your tutee, inform them of your cancellation, and reschedule an appointment time with your tutee (within 3 days of the missed appointment). Or, find a tutor who can tutor the same subject and see if he/she can meet with your tutee during your original appointment time.
3. Check the schedule and make sure there is more than one tutor scheduled for the hour(s) you will be missing.
4. If there will only be one tutor in the LEAP lab because you must miss your appointment, please contact (via email, text, phone) another tutor to see if they can come into the lab to ensure the other tutor is not by themselves.
5. There should always be at least TWO tutors in the LEAP lab during scheduled times.

TUTORS-Missing Your Scheduled Tutoring Times- NO Appointments Scheduled with Tutee

1. Inform the LEAP Director immediately (via email, text, or phone call)
2. Block your scheduled hours via WebbConnect:
   • Log into WebbConnect
   • Click on Academic Support
   • Click on Peer Tutoring Appointment Scheduler
   • Select a course you tutor
   • Schedule an Appointment with yourself to block this hour
   *You can only block one hour a day, so if you will be missing more than one hour-please make sure you contact the LEAP Director to block your remaining hours.
3. Check the schedule and make sure there is more than one tutor scheduled for the hour(s) you will be missing.
4. If there will only be one tutor in the LEAP lab, because you must miss your appointment, please contact (via email, text, phone) another tutor to see if they can come into the lab to ensure the other tutor is not alone.
5. There should always be at least TWO tutors in the LEAP lab during scheduled times.

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Tutor Reporting Tutee “No Shows”

“No show” appointments can create problems for LEAP and GWU students. Because LEAP functions under limited resources, it is important that students keep their scheduled appointments, or properly cancel their appointments by notifying the LEAP director at least 24 hours before their scheduled appointment, to ensure other students have ample opportunity to receive tutoring services. A “sign-in sheet” will be presented to each tutee upon entering the LEAP lab and on the sheet there is a space labeled “no show,” please check the box (and provide the tutee name) for “no shows.” When a tutee has 3 or more reported “no show” appointments, he/she must meet with the LEAP Director to discuss tutoring privileges for the remainder of the semester.

Appointment Documentation - LEAP TUTOR TICKETS

- LEAP tutor tickets are found in the LEAP lab. This ticket is used for documentation and archive purposes. Please fill out a new ticket every time you meet with your tutee. Please leave your completed ticket in the silver basket found in the LEAP lab.

Emergencies

Call 911 or Contact Campus Police at x4444

When you and others are safe - contact Director of LEAP regarding the incident.

Housekeeping Items for Tutors

- Make sure the exit door in the LEAP lab is locked when you leave
- Make sure the computers in the LEAP lab are working properly (inform director if they are not)
- Make sure your ID card unlocks and locks the LEAP lab
- The Keurig Coffee Machine (and all other supplies) is to be used ONLY by you and your tutees
- PLEASE DO NOT TAKE K-CUPS BACK TO YOUR RESIDENCE HALL! ONLY USE THEM WHEN WORKING.
- Please remember to keep the LEAP lab clean for example:
  1. Keep the coffee/snack station clean
  2. Wipe off the white board after each use
  3. Wipe of the tables in the rooms in they are dirty
  4. Make sure all trash is in the trash can (not on the floor)