LEARNING COMMONS

The Learning Commons is a group of academic programs that provide support to members of the Quinnipiac community. On the Mount Carmel Campus, the Learning Commons is located in the north wing of the Arnold Bernhard Library. Please call reception with questions: 203-582-8268.

On the North Haven Campus, the Learning Commons is located on the second floor of the School of Law Center. Please call reception with questions: 203-582-5252. The Learning Commons offers the following support services:

Peer Academic Support
At Quinnipiac, the work a student does with their professor is complemented by a strong peer support system.

- A Study Table Program serves students enrolled in various 100-level courses, such as mathematics and chemistry. Held in the Common Room, a study table is a venue of support where students can drop in with questions they may have on homework or an upcoming test. Study Table peers can support both individuals and groups. Different from the more sustained individual tutorials, students visiting a study table should bring prepared questions on specific topics so that there is a focus for the visit. Study tables are also useful for guided group support when students have similar questions in the same class. Study Table schedules are posted on the Learning Commons web page and also are available at the reception desks.
- A Peer Tutoring Program, certified by the College Reading and Learning Association, provides individual tutoring for the great majority of 100-level courses, many 200- and 300-level courses and supports many of the graduate degree programs. Students meet with peer tutors on an appointment basis to address material in a specific course. Tutors also can help students improve study skills, time and task management and academic goal-setting.
- A Peer Fellow Program, developed from the supplemental instruction model by a certified coordinator, provides weekly study groups for various classes. Trained in group dynamics and Socratic questioning, Peer Fellows attend each class meeting, develop a weekly agenda with the professor, and meet with interested students to work on topics and challenges.
- The Peer Catalysts Program supports our first-year students. In our First-Year Seminars, Peer Catalysts serve as both facilitators of student learning and as observers of student behaviors and attitudes. These functions are complementary and allow PCs to be valuable resources to both students and faculty. While not teaching assistants, PCs exemplify successful student behavior, particularly the self-reflective habits of mind that correlate to intentional learning. meet with students outside of class, support students with Personal Success Plans, registration for spring classes, and facilitate students’ out-of-class experiences related to the First-Year Seminar.
- Peer Advisers are trained to help students with pre-advising needs. These include support with the Personal Success Plan, as well as access to and help with students’ program assessments and other information necessary for an informed meeting with one’s academic adviser. Successful students themselves, our Peer Advisers can help students navigate the various resources of the Quinnipiac community.

Support for Students with Disabilities
The Office of Student Accessibility (OSA), located in the Learning Commons on both campuses, provides students with disabilities equal access to all university activities and programs. The office is led by a director and supported by an associate director as well as learning services coordinators. Working collaboratively with all university departments to engage and support the intellectual and social development of students with disabilities, the Office of Student Accessibility employs policies that promote equal access for academic excellence and the development of self-advocacy skills. Reasonable accommodations are provided based on submission of appropriate documentation, which is reviewed by the OSA staff in compliance with university policy, section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). Questions and requests can be directed to access@qu.edu or 203-582-7600. More information, including our Accommodation Request Form, can be found on our website.

Academic Development and Outreach

Academic Coaches
Our academic coaches work specifically with first-year students, starting at orientation and carrying through their entire first year. A consistent point of contact for first-year students, academic coaches connect individually with first-year students over the summer to welcome them and to address any questions that may have arisen after their orientation. They provide developmental advising, addressing topics such as self-regulatory behaviors, appropriate autonomy, future focus, and the nature of self-efficacy, one’s perceptions of one’s abilities and values. Academic coaches are very aware transitional challenges faced by new members of our intellectual community and work to engage students in meeting them successfully.

Academic coaches:
- connect individually with first-year students early, during orientation and throughout the entire first year
- help new students address Quinnipiac’s academic expectations.
- engage in developmental advising
- discuss, model and encourage evidence-based learning strategies
- address transitional challenges faced by new members of our intellectual community

Academic Specialists
The academic specialists offer a similar set of resources as academic coaches, but their audiences are students beyond their first year, faculty members and programs. Academic specialists, by virtue of the breadth of their work, help students continue to develop the skills and mindsets introduced to them by our academic coaches. The specialists also work with faculty and programs, collaborating on student support initiatives. Academic specialists are full-time, professional staff members that generally work during business hours.

Academic specialists:
- help students continue to develop the skills and affects introduced to them by our academic coaches
- re-contextualize the evidence-based learning strategies and developmental work begun in the first year
- help students adjust to and address the increasing demands of cognition and affect, often through metacognition
• their experience and the data collected through Learning Commons support activities is shared with faculty and programs, identifying opportunities for support and development

Professional Academic Support
Students can work with one of our learning specialists to address their academic goals and challenges. Working closely with students’ professors and other support staff, Quinnipiac’s academic specialists provide students with opportunities to improve their academic choices. Students can develop an improvement plan, work on problem solving, discuss new learning strategies, and many other topics necessary to students embracing academic challenge. Our academic specialists also work with students who have been referred to our services by their faculty through Quinnipiac’s Retention Alert program. This program helps direct individual students to appropriate academic support during the semester and facilitates dialogue among those working to support the student. Academic specialists also work with faculty to bring learning skills into the classroom.