

Provost Newsletter

News from the Provost

Welcome to the last Provost's Newsletter of the AY17 Academic Year. As we gear up for all the chaos and craziness that accompanies the end of the year, I want to thank everyone for the great work that continues to distinguish SNHU as one of the most student-focused institutions in New England. While our incredible facilities and diverse range of programming attract large numbers of prospective students, it is the personal attention and the development of strong relationships with UC faculty, staff, coaches, and administrators that makes us the first-choice University among many students.

I look forward to seeing everyone at Closure on Wednesday 5/10 in the Dining Hall. This year's Closure theme is "Improving Student Engagement." Charlie Blaich and Kathy Wise from the Center for Inquiry in the Liberal Arts at Wabash College will be sharing data and best practices on how we all play a role in improving student engagement—from Admissions and Athletics to Residence Life and Faculty.

President LeBlanc met with Peter Bergen and the New America Foundation last month, and I have some exciting news to share with you. I am pleased to announce that we will be launching a SNHU-New America Foundation Fellowship Program this coming fall. Our first Fellow will be Zia Haider Rahman, author of "In the Light of What We Know." <http://ziahaiderahman.com/> Mr. Rahman will also be one of our four Commencement speakers this month. Rahman is a British novelist and recipient of Britain's oldest literary prize, the James Tait Black Memorial Prize. As our first SNHU-NAF fellow, Mr. Rahman will do some teaching in our MFA program, attend the MFA residencies, do a couple

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of campus lectures, and work with a very, very lucky MFA student! We are so pleased to have Zia join the UC family of scholars.

Lastly, congratulations to Tim Whittum and his wife Hayley on the birth of their 10 lb 1 oz son, Calvin Douglas; and to Evan Gaudette and his wife Kalya on the birth of the 9 lb 5 oz son, Oliver Michael. Seriously, people. What is in the water here? We are producing linebackers at this place! All kidding aside – our very best wishes to the new parents. ■

Patricia A. Lynott

Executive Vice President and Provost



Welcome, Colleen Tapley

By Dan Martel

This past fall semester, SNHU welcomed Colleen Tapley as a new full-time faculty professor in the School of Education. She has taught Elementary Science, Child Development, Social Studies Methodologies, and Introduction to Special Education courses in her first year at SNHU. Next year she is excited to teach an array of courses including more methodologies courses, and Special Education.

Tapley has had invested interest in teaching since she was a young girl. Her mother was a special education teacher who taught language-based self-contained programs. She came home every day telling Tapley stories about the students she worked with. The stories inspired her and she wanted to help out in any way she possibly could. Her mom allowed her to help set up bulletin boards in her classroom. When she was old enough, she taught sailing lessons in Lowell, MA. According to Tapley, “When I saw the light bulbs click I realized they were learning because of the way I explained everything during the sailing lessons. That was the moment that I knew I could do great things in education.”

Tapley had the ultimate Riveer University experience. She went there for her undergrad and earned a Bachelors of Education with a concentration in Special Education. She then went on to get her Masters in Educational Leadership and her Doctorate in Educational Leadership as well. Her dissertation was focused on examining the ways teachers perceive and respond to student behaviors based on race. This is a topic that Tapley is still increasingly interested in.

Tapley was not always a college professor, she has experience working as a Curriculum Administrator in Brookline, NH, and also worked in elementary education in Winchester, MA for eight years. She has experience teaching elementary and middle school in Billerica, MA, as well as in a middle school in Chelmsford, MA. Tapley wanted to move up to teaching at the collegiate level because she wants to change education in

a bigger way. According to Tapley, “I really wanted to mentor future teachers that know how to make an impact and are excited about connecting with students and making them excited to learn.” At this level she knows that the work she does can impact her students’ careers and lives.

Her first impression of SNHU was everything she could have ever hoped for. According to Tapley, “the campus is beautiful and everyone is so friendly that I find myself going home every day telling people how much I love my job.” Although the campus is beautiful, her traveling experiences have brought some everlasting experiences into her life. She has been scuba diving and got her certification for it in Fiji. She even saw a shark! Tapley’s experiences, whether educational, work, or otherwise, have all helped her when she’s preparing her students for that next step and we are all pleased to have her on this campus. ■



School of Education professor Colleen Tapley.

New Athletic Complex

By Eric Coplin

Southern New Hampshire University broke ground over the summer on a brand new \$25-million multi-sport stadium for the Department of Athletics that will be home to men's and women's soccer, men's and women's lacrosse, men's and women's tennis, and women's track & field. The facility, which will also host select field hockey home games, is expected to open in the Fall of 2017.

"We are beyond thrilled to officially announce what we believe will be an unrivaled facility, not just in the state, but in our region, across all three divisions," said Director of Athletics Anthony Fallacaro. "This state-of-the-art complex will make Southern New Hampshire even more competitive on the recruiting scene and will solidify our place as one of the top Division II institutions in the region, as we continue to expand our national recognition. All of the credit goes to President Paul LeBlanc, Executive Vice President & University College Provost, Patty Lynott, Dean of Students, Heather Lorenz and our facilities team for their effort in this project as they continue to create new, cutting-edge facilities that will help to provide a first-class academic experience for our students."

The new facility is one of many new buildings popping up all over the Manchester, N.H., campus, which has witnessed a wave of rapid growth since 2013. In that time period, SNHU, which also includes 85,000 online students in its enrollment, has opened a 300-bed dorm, an \$18 million library learning commons, a student success building and welcome center, in addition to adding a new green space at the heart of campus. Along with the athletic facility, three new dorms are also currently under construction, while a multi-million dollar, state-of-the-art engineering building is set to open in 2019.

"The new athletic facility is a stunning addition to the SNHU campus, which is becoming known for bold, intriguing architecture," said Paul LeBlanc, SNHU President. "For our Athletic program, we are providing a state of the art venue for training and competition, one which particularly supports our expansion of women's sports and provides opportunity to reach out to the local community. We are so proud of all of our student-athletes, dedicated coaches, trainers, top-notch operations crew and athletics leadership team and we hope this new facility continues to equip them with the tools they need to be successful on the field and in the classroom."

The new complex will house a 1,500-seat stadium overlooking a Field Turf surface that will include Musco lighting. The field will be lined for soccer, women's and men's lacrosse, and field hockey. A sound system, as well as a state-of-the-art video and scoreboard from Daktronics, will adorn the new stadium. The facility, set on 23 acres,

will also include an IAAF certified, eight-lane Beynon Sports Surfaces BSS 1,000 track that will surround the field, and a dedicated throws area next to the stadium. The new complex will also include a new six-court tennis facility. The University is also exploring the potential for a future heated bubble for the winter for the tennis facility.

The concourse level of the facility will accommodate ticket booths, concession stands and restrooms, while the inside of the facility will feature media and productions suites, a custom, two-level, 5,200-square foot strength and conditioning center, a training room, equipment room, expansive locker rooms, 16 offices for coaching staffs, and a Penmen Club space with sliding doors that open to a balcony with intimate views of the playing surface.

"Being a team without a facility means having to constantly overcome many obstacles," sophomore women's track & field athlete Ashley Elder said. "My teammates and I have traveled to many locations, such as an old warehouse, Livingston Park [in Manchester] and even to the University of New Hampshire [45 minutes away in Durham, N.H.] to practice. During the indoor season, we manage to have a majority of the events going on in the same small gymnasium on campus, which can be a bit challenging. We are such a diverse team with many different events and gaining a new facility truly means the world to us."

The complex was planned by CannonDesign, an integrated global design firm that unites a dynamic team of strategists, futurists, researchers, architects, engineers, and industry specialists. The project is being built by Consigli Construction Co., a leading construction manager and general contractor headquartered in Milford, Mass., with offices in Boston, Mass., Portland, Maine, Hartford, Conn., Washington, D.C., and Pleasant Valley and Albany, N.Y.

The announcement for the new athletic complex came a week after SNHU announced a tuition freeze, part of the University's commitment to provide a first-class education while keeping costs of a college education within reach for all students.

Over the years, SNHU has become synonymous with transformative student-centered innovation. With an 80-year history of educating traditional-age students and working adults, SNHU continues to rethink higher education by finding new ways to expand access to high quality, affordable pathways to a college degree. Whether it is through online, competency-based or traditional learning, SNHU ensures all students have access to the type of instruction and high quality student support services that best fits their individual learning needs. Named the Most Innovative University in the North for the second consecutive year by U.S. News and World Report, SNHU continues to expand the boundaries of higher education to serve students for whom a college degree often seems out of reach. ■

Regional Geography of the Southwest

By Susan Cook and Kate York

This past spring break, Sue Cook and Kate York took ten students to Arizona as part of the co-taught course, GEO 2ST1: Regional Geography of the American Southwest. The course was based on the model developed by Joseph Corbin and Frank Catano and taught with Joseph, Frank, Sue, and Ken Nivison in 2015 and 2016 as GEO 201: Regional Geography of Appalachia. The idea behind these regional geography courses is to develop a series that are all co-taught and multi-disciplinary, each focused on a different region of the U.S., and all taught during the spring semester in order to combine regular class instruction with a trip to the region during spring break.

This course focused on the American Southwest addressed the history, biology, geography, geology, and literature of the region. The disciplinary strengths of the professors lead to emphases in biology and literature in particular. Both growing up in the southwest—Kate in Texas and Sue in Arizona—made them particularly interested in developing the course together. The first half of the semester included lectures and discussions on the region, with assignments ranging from papers to article synopses to a midterm. Following the trip, the class is comparing the approaches to and the experiences of the Southwest to this Northeast region, with a particular focus on regionally based narratives about place, the flora and fauna of the two regions, and the petrified forests of Arizona and New Hampshire. Students will complete a major multi-media portfolio project and take a final exam as final assignments.

One of the most successful parts of the course and trip came about through efforts to solve a problem. Early on in the planning stage it was found that the cost of the trip would be an issue for many students—it would necessarily cost more than the Appalachia trip, because flights to the Southwest are much more expensive, particularly during spring break. Elizabeth Richards at the Center for Community Engaged Learning put them in touch with Grand Canyon National Park, which routinely hosts alternative break groups from college campuses around the country. Based on this contact, they were able to incorporate two and a half days of service learning at Grand Canyon NP into the trip. In exchange, CCEL was able to help subsidize the cost of the trip for the students so the trip would not be cost-prohibitive. The students were extremely thankful for this opportunity: as one put it, “I want to thank the Center for Community Engaged Learning for assisting our class in affording this trip...I hope that other SNHU students in the future can participate in service learning projects and volunteer work for the National Parks Service in years to come, since it is not only a great experience but it also provides great opportunities and connections for the future.”

This trip began with a flight to Phoenix and a scavenger hunt around the Desert Botanical Garden near the Phoenix Zoo. The group then traveled up the Mogollon Rim to the northern part of the state, visiting Montezuma Castle Ancestral Puebloan cliff dwellings, the old mining town of Jerome, and a vortex in Sedona on the way to the Grand Canyon. At Grand Canyon, they were able to stay in housing reserved for park employees and work alongside different Park departments to track Goshawk nests, plot photo points for future documentation, and prepare for controlled burns near Grand Canyon Village. On the last morning at the Park, they met the Grand Canyon NP Deputy Superintendent and were able to ask questions about relations between the Park and the Havasupai and Navajo peoples, about mining concerns near the Park, and about the relationship between the national parks and the federal government. As one student put it, “Visiting and volunteering for the Grand Canyon National Park was a life-changing experience.” Another wrote, “All of the service learning work that we participated in at the Grand Canyon felt significant and helpful...After this trip, I can see myself working for the national park service someday. This service learning adventure made me realize how much I enjoy field research, as well as travel. I had one of the greatest experiences of my life during my time in the Grand Canyon.”

After leaving the Grand Canyon, the group travelled hundreds of miles through Navajo Nation to Canyon de Chelly, returning through Petrified Forest, Winslow, and Meteor Crater. The trip through the reservation was an important reminder that the Southwest is not simply a tourist destination. As one student put it, “Although in the reservation I felt sorrowful, I think it may have been the most important place to see on the trip. The best way to educate someone about the horrible situation the Native



Students and faculty from the Southwest trip..

Americans are in is to bring them to the reservations, so they can see for themselves.” The trip ended with a visit to the bat genetics lab at Northern Arizona University, where students were able to meet researchers and learn about postgraduate research opportunities in the field.

The trip was an incredible experience, and the group could not have been more engaged, friendly, and intellectually curious people. One of the benefits of the trip is the way students are able to bring what they learned in the Southwest back to campus. One student writes that, “As cliché as this sounds, this was one of the best experiences of my life...Taking photo sites [at Grand Canyon] was actually more helpful than I thought. I am currently helping with setting protocols for monitoring vegetation for the Arboretum space in my ecology class with Professor Weinstein. I didn’t realize this until after the trip, but I can take what I learned about photo sites from my service learning, and apply it to the Arboretum at SNHU. I think that is so cool!”

Another student commented, “I absolutely loved this experience and from it I learned a lot that I feel will be valuable for my future.” Still a third noted, “I am grateful

for the opportunity I got and how smooth the process ran. I had the experience of a lifetime in Arizona and have so many memories with the people I traveled with. If I wasn’t graduating, I would look for every possible way to make it back on this trip.” ■



Students from the Southwest trip.

Brick-by-Brick (or Stone-by-Stone)

By Shannon Brown

Colleagues, if you have ever thought about going {back} to college, now is the time to enroll as a residential student at SNHU. With generous support from the Board of Trustees we are in the midst of an “extreme res-hall makeover” around campus. For the next three years, we will open a new residence hall each fall. So, if you have ever thought fondly of the idea of living with a few hundred college students, now is the time to dust off your shower shoes and join us as we transform our residential campus!

Monadnock Hall, as named by our student body, will house 300 students in apartment-style living and will open August, 2017. This four-story nod to the natural elements found in New Hampshire showcases the best parts of upper-class and community living. Each of the apartments will house four students; most of the apartments will have two doubles and a few will have four singles. All of the apartments will have private bathrooms and a gorgeous open-concept kitchen, dining & living room. The apartments will have an abundance of natural light and comfortable, modern furniture. As seen from the outside, the glassy column of Monadnock Hall will be the literal and metaphorical center of the building. This “verticle main street” of the community will house staff offices, a stunning multipurpose room with a cathedral-height wall made of exposed stone, a fitness center, a game room, and a plethora of public and private study spaces. Most importantly to our students, though, is that there are laundry facilities on each floor. If you are looking for a quaint place

to work outside this fall, Monadnock Hall will have a patio facing the west side of campus; we would love for you to join us there!

Across the campus, behind Stark Hall, a second transformation will take place. Kingston Hall (also named by our students), a 382-bed traditional-style residence hall, will open in fall, 2018. Starting this spring, three of our oldest residence halls will be razed (Chocorua, Winnisquam, and Kearsarge) and construction of Kingston Hall will begin shortly after. This five-story hall will consist of singles and doubles, clustered in a way that gives small groups of students access to common bathrooms and lounges. The short wing on the first floor of Kingston Hall will have an expansive common space, including a full-scale kitchen, an innovation space inspired by the SNHU SandboxCollABorative, and a game room. This building will have central air and beautiful outdoor space, and will be used for summer housing and summer conferences in addition to housing students during the academic year.

The remainder of the old residence halls will be razed during spring/summer of 2018 and 2019. This will make way for a third and final residence hall that will house about 100 students. Beyond that we do not know what this third hall will look like or where it will be. We do know it will be designed with our students in mind, named by our students, and brought to life by our students. So, if you are ready to dust off your shower shoes and find out what residential living is like at SNHU, we will save a space for you. Alternately, we are happy to give you a tour of any of our halls anytime. ■

Memphis NCUR '17

By Megan Palmer

In early April, six students from a variety of majors and disciplines represented Southern New Hampshire University (SNHU) at the National Conference of Undergraduate Research (NCUR) in Memphis, TN to share their extended research projects along with 4,000 other undergraduate students.

Traveling with School of Arts and Sciences' Crystal Bickford and School of Business' Kevin Snyder, Ashlee Carper, Nate Fournier, Casey Morrison, Megan Palmer, Jenelle Psaledas, and Alicia Tilsley advocated for the NCUR trip throughout the duration of their time in Memphis, as well as after their return.

The projects spanned a variety of fields and disciplines; from education to robotics, from sports to psychology, these presentations encompassed so much of what SNHU has to offer. These presentations included: "How College Athletics Impact Career Development" (Carper); "Education Paradox: The Opportunity Cost of U.S. Professional Soccer" (Fournier); "Body-Worn Cameras for Police Officers and the Security vs. Privacy Issue" (Morrison); "Student Perceptions of Grit and Best Practices for Mediated Failure" (Palmer); "A Pilot Study on the Effect of a Cat Robot for Patients with Alzheimer's or Dementia" (Psaledas); and "A Study in Robot Instruction for Elementary Baton Twirling" (Tilsley).

The students shared their thoughts about the experience, highlighting the opportunities they had to network with both other students and professionals in their fields.

"I believe undergraduate research is one of the best and most applicable ways to add real value to the classroom experience that encapsulates us at SNHU," said Nate Fournier. "Having the opportunity to travel with, present to, and engage with

like-minded individuals in the pursuit of new and exciting fields is not only invigorating – it's necessary for growth. It's easy to find yourself stuck in the bubble of the SNHU community... that safe, warm place where you know where you stand and how you compare. Taking the initiative to step onto the "national stage" to share your work is exciting, rejuvenating, and even courageous to some extent."

Ashlee Carper commented on the way in which she thought the conference supported her professional development, saying, "The most memorable part of NCUR was being able to see speak with other students and learning about their research and road to NCUR. I was nervous to attend NCUR not knowing what to expect. I believe that others felt the same way but its pretty awesome to see the excitement others get from presenting because i have only ever gotten that kind of excitement while playing sport."

Jenelle Psaledas reflected on the ability to receive feedback that she had as a result of traveling to NCUR: "The most memorable part of this experience was getting feedback about my presentation. Getting to talk to more people gave me the opportunity to hear many different viewpoints. I got the chance to talk to nursing professors and students. They had some great suggestions for when I continue my research."

While the four days was jam-packed with conferencing, the group of eight also found time for adventures through Memphis to Beale Street, Rendezvous Barbecue, Graceland, and the Mississippi River water front.

Stepping out of my third person narrative and taking off my journalist hat, I say with gratitude and sincerity that traveling to NCUR was an opportunity that I personally will never forget. Doing research at the undergraduate level has been a passion of mine since I stepped foot onto SNHU's campus, and it has enabled me to do things far beyond my freshman self ever could have imagined. For that, I am incredibly grateful. ■



Students and professors at NCUR.



Students and professors at NCUR.

Baltimore LDA '17

By Nancy Charron

Nancy Charron and Lundy Lewis presented their research at the 54th annual Learning Disabilities International Conference (LDA) in Baltimore, Maryland in February 2017. LDA's mission is to create opportunities for success for all individuals affected by learning disabilities. They also presented their research at the Council of Exceptional Children (CEC) International Conference in Boston, Massachusetts in April, 2017. CEC develops standards, ethics and practices and guidelines to ensure that individuals with exceptionalities have access to well-prepared, career-oriented special educators.

Charron and Lewis extended their previous research by conducting a two year longitudinal single subject study examining the use of a humanoid robot to develop skills in joint attention, turn-taking, initiative, and communication skills in a public school setting. The NAO robot was clearly a motivational factor for this student who had very limited communication skills. His mother, the speech language pathologist (SLP), and the special educator all reported that "he likes to talk about the robot" and that "he gets bored with teachers but doesn't get bored with the robot". The speech pathologist reported increased verbal production when the student's therapy was "robot based" as opposed to working with the speech therapist alone.

This pilot study suggests engagement with the robot may enhance students' interest in an activity and thus may motivate students to improve their joint attention skills. It is important to identify specifically which technologies and methodologies can be used to facilitate engagement and communication skill development in students with

disabilities, as acquiring joint attention skills subsequently improving communication skills is an important lifelong skill significantly impacting students' quality of life.

Improvements were noted in the student's response to joint attention skills, initiating joint attention skills, and communicating while needing increasingly fewer prompts from the SLP. This suggests robot therapy may be a viable option to use to facilitate communication skill development in students identified on the Autism Spectrum. These preliminary observations should form a basis for formal research studies to be conducted in the future. ■



Nancy Charron and Lundy Lewis in at the LDA Baltimore, Maryland.



Nancy Charron and Lundy Lewis at the 54th annual Learning Disabilities International Conference in Baltimore, Maryland.

UG Research Day '17

By Dan Martel

On April 5, SNHU held its 6th annual Undergraduate Research Day. There were 103 student submissions this year, which is an increase from the 72 submissions just a year ago. Students from Daniel Webster College (DWC) and Saint Anselm College participated in the poster board sessions, and Saint Anselm's own Brenden Cain won first place for the poster board session. His project, mentored by Dr. Dina Frutos-Bencze, was titled, "The Significance of Financial Literacy in Emerging Market Development: The Case of India." Wilson and Victoria Berube, mentored by Dr. Adam Gilbert, placed first in the formal oral presentation section with their project titled, "The Effects of Self-Driving Vehicles Using Mathematical Modeling." They also won first place in the STEM category of the awards ceremony.

The work in-progress roundtable section had a tie for first place. The first winner of this section was Nathaniel Fournier, mentored by Dr. Kevin Snyder, for his project titled, "Education Paradox – The Opportunity Cost of U.S. Professional Soccer." The other winner of this section was group composed of Abbey Green, Kasey Hebert, Lauren Cole, and Ashley Kaminski. Their project, mentored by Dr. Eklou Amendah, was titled, "Consumer Perception on Nike."

Megan Mayers, Kendra McCarran, Alyssa Kelly, and Samantha Townshend won first place for the community-based research section. Their project, mentored by Dr. Michael Hendery, was titled, "Building a Bridge to Confidence."

Dr. Eklou Amendah, the Director of Undergraduate Research Day hopes to see more involvement from other colleges in years to come. According to Amendah, "Being the Director of this event is an honor for me. I consider myself and the committee the vehicle that drives student curiosities to allow and enable them to showcase their work and set themselves up for academic discovery that will last after graduation." He considers it a dream to one day have every SNHU student participate in Undergraduate Research Day. ■



Students at UG Research Day.

NEDSI '17

By Dan Martel

April 22–25, the Northeast Decision Science Institute (NEDSI) 2017 Conference was hosted at the Marriott Hotel in Springfield, MA. Dr. Minoo Tehrani from Roger Williams University was the chair for this year's conference. This is a conference designed primarily for faculty members and Ph. D. students. It was opened up to allow a small number of undergraduate sections from multiple universities. The majority of undergraduate submissions were from Roger Williams University. SNHU had two student submissions that were both accepted after a blind review process. Dan Martel and Kyle Hicks presented, "University Naming Rights: The Impact of Branding on Student Retention." Michael Murphy, Ashley Monetta, Yasir Obaid, and Obed Ntinunu presented, "A Query into the Potential Effects of Samsung's Recent Smartphone Malfunctions on the Marketability of Other Product Lines." Dr. Eklou Amendah mentored both groups and Dan Martel and Kyle Hicks were awarded third place overall in the undergraduate section of the conference.

For both groups, the project stemmed from Amendah's MKT-337 Marketing Research Course. The semester project associated with the course involved the full marketing research process, from defining research objectives, to

gathering data, analyzing it, and forming conclusions. The mode of data collection was a survey questionnaire with a seven-point Likert Scale (answers ranging from strongly disagree to strongly agree). The data was analyzed using SPSS, a sophisticated analysis software. These two groups were recommended to submit their projects to both NEDSI in Springfield, MA and Undergraduate Research Day on campus at SNHU because they both had strong research objectives and a fluid framework.

Thank you to the Dean of the School of Business, Massood Samii, for the funding for the trip. This was a great experience for every student that attended. On top of it being a professional landscape to gain presentation experience with, there was also a grand opportunity for networking. If any student received the opportunity to attend a conference and present, it is highly recommended. ■



Students and faculty mentor, Dr. Eklou Amendah, at NEDSI '17.

The Learning Center Preparing Students for Finals

By Evan Bodi

What does the last month of a typical semester entail? For students, this time period is often exhilaratingly busy and relentlessly stressful, as they are preparing for final exams and working through term papers. For many learning centers, it means offering more walk-in tutoring hours to accommodate students who need extra assistance in preparing for final exams. The Learning Center at Southern New Hampshire University does the latter by offering extended walk-in tutoring hours, which will take place from Sunday, April 30th through Wednesday, May 3rd this year.

However, the office takes its role of providing a supportive educational environment a step further by offering specific student-centered resources that make the process of studying for finals more efficient for University College students.

For those preparing for final math exams, review packets are available for students to pick up outside The Learning Center up to two weeks before finals in the following courses: MAT 050, MAT 130, MAT 140, and MAT 240.

“These final exam math review packets are a great resource for students. They are able to gain extra practice on all of the important concepts they’ve learned since January,” said Math Tutoring Coordinator Kathy Willis.

“By completing these packets either by themselves or during walk-in tutoring, they are almost getting a simulation of what to expect on the final exam. This way they are spending time on the most important concepts.”

For those preparing for final exams in Accounting, Economics, and Finance courses, students can attend Walk-in Business Tutoring and build their own study guide.

“We have great resources that provide students with sample problems and answers,” said Business Tutoring Coordinator Kristina Rieger. “They can stop by during walk-in hours, make their own study guide by picking out problems that they might need additional practice on, and work through them with our business tutors.”

For students seeking help with writing, a student can come to any Walk-in Tutoring session and get his or her paper reviewed by a writing tutor.

“The writing tutors are a great resource as students write

their final papers. They can help with any step of the writing process on any assignment,” said Writing Tutoring Coordinator Selina Marcille. “Regardless of skill, having a second (or third!) perspective on a paper is always a benefit to the writer.”

Additionally, The Learning Center will be offering ENG 200 Webpage Workshops from April 24th through April 27th in LC 205 at 3:30 pm each day to support students working on their final ENG 200 projects.

All of this adds up to a lot of University College students who can access resources that will help them be more successful on final exams.

For The Learning Center, it serves as validation that it continues to provide the supportive educational environment the SNHU community and its students need during the busiest time of the academic year. ■



A snapshot of one of the Learning Center's offerings- Walk-in tutoring.