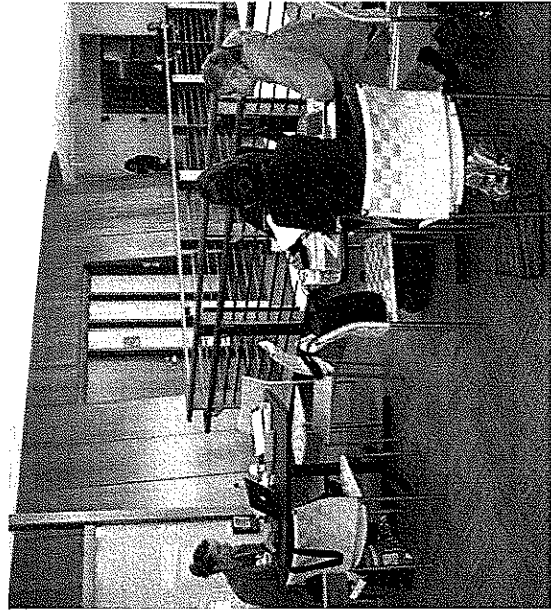


## ***What's inside our new doors for educators as learners***

- Institute of Applied Learning
- Family Literacy Center
- Family Counseling Center
- Center for Teaching Excellence
- Diagnostic/observation classrooms
- Academic classrooms
- College of Education offices/faculty suites
- Teacher education/field experiences
- Model K-12 classroom
- NCATE assessment/exhibit room
- Certification/licensure assistance
- Conference rooms/conference center
- Green environment
- Student gathering space
- Community meeting room
- Coffee bar



## ***Opening education doors to our:***

- Community
- Families
- Educational Leaders
- International Partners
- Counselors
- High-needs Schools
- English Language Learners
- Community Agencies
- Educators
- Business Partners



***Entrusted with opening new doors to reach tomorrow's children***

**College of Education  
Academic Complex**

**[www.niagara.edu](http://www.niagara.edu)**

**716-286-8560**

**Fax: 716-286-8561**



***The Academic Complex  
Home of the  
College of Education***

***Opening the doors  
to education's best practices***



## The Academic Complex provides

a connection to the communities we serve in new and different ways and represents the entrepreneurship that is needed to engage learners and enhance their achievement.

Resources include:

- ❑ candidate opportunities to leave with Web-based, project-based experience that will take them anywhere in the world — to see and experience best practices from our local schools to our international partners.
- ❑ state-of-the-art classrooms (laboratories) for professional practice in which faculty model the use of instructional technologies for graduates to gain technological skills to:
  - advance student achievement
  - align standards and assessments
  - expand international study and research
  - engage in research-based practice to enhance student learning
- ❑ clinical skills for school and mental health counseling; school psychology; special education, and literacy assessment.

Sharing a building with the **College of**

**Business Administration** opens the doors to a unique and powerful opportunity to prepare today's children for tomorrow's workplace.

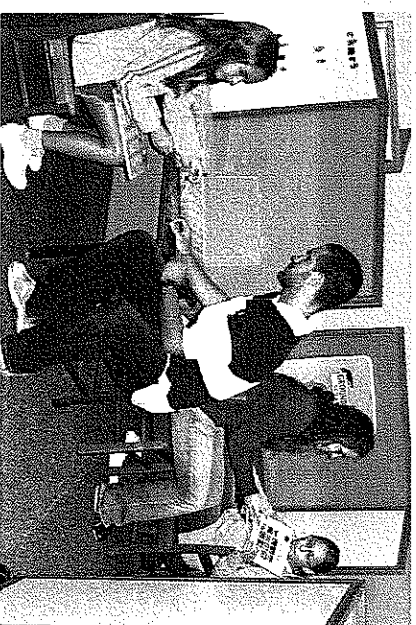
## What's inside our new doors

A professional learning community in which we model our academic vision (active, engaged learning) and provide the leadership to coordinate all programs within one complex.

### Features of the building include:



- ❑ **Family Counseling Center** will provide “one stop” comprehensive counseling and school psychology services for families. The center houses state-of-the-art diagnostic rooms, counseling and play therapy rooms with two-way observation and recording facilities.



- ❑ **high-tech classrooms**, with hands-on interactive boards, multimedia and graphic design dimensions, and two-way applications into schools with pod-casting and video conferencing; learning opportunities through both Smart board and Interwrite Learning technology.
- ❑ **collaborative space** in which students and faculty are able to work as a team in the education community.
- ❑ facilities for learning and teaching using the **newest technology** for instruction with resources to support high-quality and exemplary programs.
- ❑ **Family Literacy Center** that will provide an on-campus educational opportunity to enhance the literacy performance of at-risk readers and their families.

## **The Academic Complex “Home of the College of Education”**

### **Key Points**

- The critically needed College of Education building houses state-of the art technology and facilities in which we can deliver cutting edge programs – all of which offer a competitive advantage to undergraduate and graduate students alike. We know that the graduates from Niagara University must be comprehensive and current in their knowledge of theory and research, but also sophisticated in the application of their professional skills. We also hear from HR professionals that workers of today must be collaborative and able to work as a team in the organization – this is true in schools as well. [*members of instructional teams, involvement in professional decisions, school-based decision-making*]

The building provides a learning community for professional practice (our laboratory) in which our undergraduate and graduate students can accomplish all three – facilities for learning and teaching using the newest technology for instruction with resources to support high-quality and exemplary programs; classrooms and clinical labs in which candidates can demonstrate teaching, counseling, and school psychology skills during their graduate program; and collaborative space for both faculty and students. This building will allow us to connect to the communities we serve in new and different ways and represents the entrepreneurship that is needed to engage learners and enhance their achievement.

- Important features of the new building:
  - Model classrooms – There are a number of classrooms in the building – each offering flexibility in teaching styles. Two of these classrooms were designed to prepare our future teachers and leaders: These are high tech classrooms, with hands-on interactive boards, multimedia and graphic design dimensions, and two-way applications into schools with pod-casting and video conferencing, learning opportunities through both *Smartboard* and *Interwrite Learning* technology. Not only will faculty model the use of these instructional technologies, but graduates gain the state-of-the art technological skills with both systems – aligning standards and assessments, expanding international study and research, and promoting research-based practice to enhance student learning.

Candidates will leave with web-based, project based experience that will take them anywhere in the world – to see and experience best practices from our local schools to our international partners.

- Model Pre-K – 12 classroom - this models a middle-level classroom. This room is organized into different learning areas, with spaces created for working groups and differentiated instruction. The “smart” classroom is designed to support the use of various instructional techniques (smart interactive board) that engage Pre-K – 12 students. In this room, University students can practice their own teaching skills (from bulletin boards to listening



centers), use technological applications to enhance their lessons (e.g., library of congress), and link to classrooms in the local schools to observe techniques in actions. The teacher as a facilitator model.

- Center for teaching excellence – this classroom is designed to simulate teaching (and counseling) scenarios. The room, set up in quadrants, will focus on achievement in the content areas (math, science, English language arts, and social studies) and will provide the forum to implement math/science initiatives (recent grant). Through *Interwrite Learning* technology, faculty and candidates can integrate what is known about their content fields with teaching and learning. This room will also become our key area for educational leadership from an international perspective as we offer international coursework and professional dialogue.
- Diagnostic/observation classrooms - classroom triads with observation facilities provide the clinical opportunity for candidates to demonstrate their clinical and assessment skills while receiving timely and instructional feedback from professors and peers. The diagnostic/observation rooms are equipped with state-of-art technology for viewing, recording, communicating through interactive technologies, and facilitated learning through real-time, hands-on practice.
- The Institute of Applied Learning -- this is where theory meets practice. We ask the community to come to our campus for services and where, through our partnerships, the College can plan and deliver research-based professional development. Through the Institute and the Centers, graduate candidates will have the opportunity to work with children, youth and families in our community.
  - The Family Literacy Center will provide an on-campus, educational opportunity to enhance the literacy performance of at-risk readers and their families. Programs and services offered through the Center will focus on enhancing literacy skills (reading, writing, and listening) among children and youth, while supporting literacy and basic skills of the family itself. [family literacy lab, minor in literacy, literacy master's degree program, international literacy initiatives of the Task Force]
  - The Family Counseling Center will provide “one-stop” comprehensive counseling and school psychology services for families. The goal of the Center is to support family's social, psychological, economical, mental and physical health needs and to strengthen families so that children become independent, productive adults. The Center will work collaboratively with schools and human service agencies so that needed supports, advocacy and referrals can be made as necessary. Within the



Center are state-of-the art diagnostic rooms, counseling and play therapy rooms with two-way observation and recording facilities.

- Professional learning community: The building supports a professional learning community in which we model our academic vision (active, engaged learning) and provide the leadership to coordinate all programs (all administrative and programmatic components located within one complex) -
  - Collaborative exchange – faculty offices are designed in suites with common area for research, student exchange, and collaboration across and within program areas.
  - Student gathering space – throughout the building are areas for students to gather to eat or have coffee (a coffee bar is located in the building), study or meet between classes. The wireless building provides access to learning and communication throughout the building.
  - Green environment – a “green roof” is located directly outside of the College of Education (2<sup>nd</sup> floor). Modeling environmental considerations for future educators and leaders, the College of Education supports this green space as we consider the environmental sciences in our Pre-K – 12 partnerships.
  - Field experience and student teaching: The field experience office is located in the building, modeling visibly the integration of field experiences and clinical practice into content, pedagogical and professional knowledge, and dispositions. As candidates navigate their careers through the many field experiences and practica, communication and planning is easily facilitated to support the continuum of learning and praxis of theory and practice.
  - Conference rooms and community meeting rooms – stakeholders and members of the community are welcome to meet and share their expertise. The College of Education works in partnership with Pre-K – 12 practitioners, community agencies, and Arts and Sciences – with reciprocal and cooperative partnerships, stakeholders are invited to campus to meet; provide feedback on program design, delivery, and evaluation; and to share expertise. Conference and meeting rooms are equipped with video conferencing capabilities and state-of-the art technology to facilitate meeting outcomes and participation.
  - NCATE assessment and exhibit room (also candidate interviews) – data collection, analysis, evaluation and use of data for program improvement is centrally located and accessible to faculty, candidates and the professional community. As aligned with the conceptual framework of the College, the assessment system utilizes technology in improving the operation of the College and in assessing candidate proficiencies as delineated in professional and state standards.



- Certification and licensure assistance – space is allocated in which assistance in on-line processing of certification and licensure (New York State TEACH system and through the Ontario College of Teachers) occurs in the main building (one-stop service).

Sharing a building with the College of Business Administration provides a unique and powerful opportunity in education. Business/education alliances are integral to our communities, our schools, and our policy agenda in education. An education/ business partnership at the University level opens the door for many new and productive partnerships and initiatives (e.g., the entrepreneurial high school, MBA/SBBL)

Niagara University is committed to ensuring that leaders, teachers and counselors are highly qualified in their fields and that graduates can “hit the ground running” in their profession so as to be successful as they begin their career and continue their professional learning as practicing professionals who make a difference in our schools and communities. This new facility strongly speaks to this commitment.



## COLLEGE RETREAT BREAK-OUTS

Committee Break-out rooms are as follows:

- Dr. Colley - Deans Conference Room – 2<sup>nd</sup> Floor
- Patti Wrobel - Community Meeting Room
- Dr. Augustyniak - Academic Complex Room 130
- Dr. Bogner - Third Floor Conference Room
- Dr. Valentin - Academic Complex - Room 229

Afternoon Session Break-outs:

- Dr. Foote – Department of Teacher Education  
Dr. Snider – Director of Teacher Education Field Experiences  
Room 229
- Dr. Augustyniak - Department of Leadership & Counseling  
Deans Conference Room



**College of Education  
2007-2008 Meeting Calendar**

**FALL**

***September:***

7 College Retreat  
19 Department meetings  
26 College Committees

***October***

3 Department Committees (Teacher Education) or Program coordinators (Leadership and Counseling)  
10 College Unit-wide meeting  
17 Department meetings  
24 College Committees  
31 Departments' meeting (peer reviews)

***November***

7 Department Committees or Program coordinators  
14 College Unit-wide meeting  
28 College Committees

***December***

5 Department meetings  
12 College Unit-wide meeting

Oct. 17-19 NERA
Nov. 1-3 Kappa
Feb. 6-7 AILACTE
Feb. 7-10 AACTE
Feb. 24-27 ATE
March 24-28 AERA
May 4-8 IRA

**SPRING**

***January***

23 Department meetings  
25 College Retreat  
30 College Committee

***February***

6 Department Committees or program coordinators  
13 College Unit-wide meetings  
20 Department (peer reviews)  
27 College Committee

***March***

5 Department Committees or Program Coordinators  
12 College Unit-wide Meeting  
26 Department meetings

***April***

9 Department Committee or Program Coordinators  
16 College Committees  
23 Department meetings  
30 College Unit-wide Meeting (Annual Reports)

***May***

7 Department meetings

