Standard 6 – Links & Attachments

In 6a.1 – Exhibit 6.2a – Unit Organizational Chart
http://www.niagara.edu/assets/assets/ncate/Standard6/2/6.2a-Unit-Organizational-Chart.ppt

In 6a.2 – Exhibit Gen.1a - 2009-2011 - Undergraduate Catalog

In 6a.2 – Exhibit Gen.1b - 2009-2010 - Graduate Catalog
http://www.niagara.edu/assets/assets/ncate/GeneralandConceptual/1/2009-2010---Graduate-Catalog.pdf

In 6a.3 - Exhibit 6.5b - University Academic Calendar
http://www.niagara.edu/academic-calendars/

In 6a.3 – Exhibit 6.5c – Student Teaching Calendar 2008-2009

In 6a.4 - Exhibit 2.3c – Satisfactory Academic Progress
http://www.niagara.edu/oas-satisfactory-academic-progress/

In 6a.5 - Exhibit 1.7b - Follow Up Assessment
http://www.niagara.edu/oas-satisfactory-academic-progress/

Attachment 1 - in 6a.1 - Highlights of Leadership of Education Faculty in Service
Attachment 2 – in 6a.4 – NUS 102 Syllabus

In 6b.1 – Exhibit 2.1x6 - 2008-2009 Planning and Evaluation Committee Annual Report Part A, p.7

In 6b.2 – Exhibit 6.10a – Academic Complex: Home of the College of Education

In 6c.1 – Exhibit 5.5a – NULTA Contract

In 6c.1 - Exhibit 2.1x6 - Planning and Evaluation Committee, Part A, p.13.
In 6c.5 – Exhibit 6.6c – Support Personnel Summary 2004-2009

In 6c.6 – Exhibit 6.6d – Professional Development Assistance 2006-2009
http://www.niagara.edu/assets/assets/ncate/Standard5/6/5.6d-Deans-Evaluation-Form.pdf

Attachment 3 – in 6c.3 - Percentage of Courses Taught by Full Time Equivalents
Attachment 4 – in 6c.3 - Percentage of Full Time Supervisors vs Part Time Supervisors

In 6d.2

In 6d.1 – Exhibit 6.10a – Academic Complex: Home of the College of Education

In 6e.2 – Exhibit 6.10c - Niagara University Technology Support Brochure

In 6e.2 – Exhibit 6.13a – Unit-specific Technology Training for Faculty
http://www.niagara.edu/assets/assets/ncate/Standard6/13/6.13a-Unit-specific-Technology-Training-for-Faculty.pdf

In 6e.3 – Exhibit 6.6b – Strategic Plan Budgets
http://www.niagara.edu/assets/assets/ncate/Standard6/5/6.6b-Strategic-Plan-Budget.pdf

Attachment 5 – in 6e.2 – Faculty Technology Usage
Attachment 6 – in 6e.2 - NSSE Data Table (Technology)
ATTACHMENT #1
Attachment 1
Highlights of Leadership of Education Faculty in Service

<table>
<thead>
<tr>
<th>Level of leadership</th>
<th>Highlights</th>
</tr>
</thead>
</table>
| National leadership | • Faculty serves as reviewers for AACTE and AERA, and serve on editorial boards for refereed journals.  
• Members of the faculty chair special interest groups of AERA (Denig, Hamza).  
• The Dean serves on the New York State Professional Standards and Practices Board for Teaching.  
• The Dean serves as an elected member of the Board of Directors of AACTE and as the elected regional representative to AILACTE.  
• Member of the faculty serves on the Transforming School Counseling initiative (Bogner).  
• A member of the faculty chairs the regional Constructivist conference (Iannarelli).  
• Members of the faculty serve as SPA reviewers (Bardsely, Huang; Heaggans, Zambon currently receiving training). |
| State leadership    | • The Dean serves as the appointed co-chair of the New York State Professional Standards and Practices Board for Teaching.  
• A member of the faculty serves on the Executive Board of the New York State Association of Teacher Educators and was recognized with the Teaching Award from this organization (Vermette).  
• Department chairperson and member of the faculty serve on the New York State Higher Education Task Force on Quality Inclusive Education (Foote, Bardsley). |
| University leadership | • A member of the faculty serves as co-chair of the University's Diversity Committee (Valentin).  
• Members of the faculty lead the University's Committee on College Teaching and Learning (CCTL) committee and its initiatives (Bardsley, Vermette).  
• A member of the faculty chaired the Academic Senate's Outcomes Assessment Committee (Vermette).  
• Members of the faculty served on the negotiating team for NULTA (Smith, Brooks).  
• Representatives of the College of Education serve on the University Planning Committee (Denig, Colley).  
• Member of the faculty served as director of Mission (Sheenan). |
ATTACHMENT #2
First Year Mission Statement

The Freshman Year at Niagara University is a life-altering experience that connects freshmen to NU and lays the groundwork for their success. The total university community uses best practices and works together to welcome, educate and engage students, helping them develop clarity in who they are and what their expectations are, in relation to other students, their family, and to the university and its mission. Now is the time to dream and work to make those dreams reality.

Course Description

NUS 102 helps students reflect on their skills, strengths and interests and develop the characteristics and habits to ensure success in college and beyond. The course instructor and student facilitator serve as contacts on campus to help address any difficulties students face during their first semester. Students work with other freshmen to explore critical issues facing freshmen today.

Method of Teaching
NUS 102 consists of workbook assignments with group discussion in class. Mandatory outside events enhance the classroom experience.

Student Learning Objectives

- Understand the mission and history of Niagara University
- Create a personal mission statement
- Explain the importance of good character, including integrity, civility and ethics
- Use self-management techniques for academic, job and personal achievement
- Use critical thinking in self-assessment
- Develop self-esteem and confidence
- Use goal setting as a motivational tool
- Overcome the obstacles to staying positive and motivated.
- Identify time management techniques that help students juggle family, school and other commitments.
- Identify Niagara's resources
- Manage financial resources and save for the future

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• Increase independent reading and see the university as a community of readers and thinkers.
• Listen and take notes effectively

Student Learning Objectives, (cont’d)
• Improve reading skills
• Excel at taking tests
• Express themselves in writing and speech
• Make healthy mind, body and spirit connections
• Build supportive and diverse relationships based on appreciation and respect for other cultures
• Develop positive habits
• Develop an effective career portfolio as students explore majors and careers

Assessment
• Attendance and class participation
• Mandatory Events
• Summer Reads Paper
• Passport to Success – Students must complete a minimum of three activities by the end of class
• Portfolio Worksheets & homework

Outline of Course

<table>
<thead>
<tr>
<th>SCHEDULE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues. 9/1</td>
<td>Syllabus, Portfolio discussion, Ice Breaker, Peak Performance Preface and Ch. 1 Notebook 1.4</td>
</tr>
<tr>
<td></td>
<td>This class is about you and developing skills to help you be successful academically and in your career. Therefore, class interaction and participation is required.</td>
</tr>
</tbody>
</table>

8/25/2009
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs. 9/3</td>
<td>Complete Ch. 1 Be a Lifelong Learner/SCANS competencies/(keep for resume and cover letter), myNU &amp; Blackboard Discuss Peak Performer Profile and Review and Applications/Case Study/Wksht. 1.1, 1.2 Autobiography</td>
<td>Homework: Read Ch. 2 Emotional Intelligence and complete Case Studies worksheets to discuss in class</td>
</tr>
<tr>
<td>Tues. 9/8</td>
<td>Ch. 2 Expand Your Emotional Intelligence Notebook: 2.1, 2.2, 2.3, 2.4, Goal Setting/Annual Earnings/Obstacles and support/2.7 Case studies – 2 groups /Assessment of Personal Qualities – Campus Activities Fair Sept. 9th and 10th</td>
<td>Turn in 2 pg. summer reads paper on When the Emperor was Divine. Homework: Read Ch. 4</td>
</tr>
<tr>
<td>Thurs. 9/10</td>
<td>Ch. 4 Maximize Your Resources – Passport to success; 4.1, myNU, academic integrity, disabilities; Budgeting; 4.5/Concierge</td>
<td>Mandatory Event – (choose one) Attend book discussion by author Julie Otsuka 7:30pm Upper Level Gallagher. Please be respectful and turn off all cell phones during the discussion. OR: Alternate activities: <a href="http://www.niagara.edu/care/nractivities.htm">http://www.niagara.edu/care/nractivities.htm</a> Homework: Ch. 6</td>
</tr>
<tr>
<td>Mon. 9/14</td>
<td></td>
<td>Mandatory Event Equalogy – Theatre Troupe – Sexual Assault and Date Rape 4pm &amp; 7:30pm Castellani Art Museum</td>
</tr>
<tr>
<td>Tues. 9/15</td>
<td>Ch. 6 Actively Read Summer Reads Book Discussion – When the Emperor Was Divine</td>
<td>Homework: Notebook: 3.4, 3.6, 3.7 Complete review &amp; applications</td>
</tr>
</tbody>
</table>

8/25/2009
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs. 9/17</td>
<td>Ch. 3 Manage Your Time – Timelog Notebook 3.1; 3.2; 3.3; 3.4; 3.5; 80/20 rule; Demonstrating your time-management skills pg. 121 (must be completed for portfolio)</td>
<td>Homework: Read Ch. 5</td>
</tr>
<tr>
<td>Tues. 9/22</td>
<td>Ch. 5 Listen and Take Effective Notes Handout St. Vincent de Paul: A Person of the 17th Century</td>
<td>Vincentian Week – Sept. 21st – 27th announce activities; Homework: Read handout on St. Vincent de Paul in prep for class</td>
</tr>
<tr>
<td>Thurs. 9/24</td>
<td>Famvin website, <a href="http://vinformation.famvin.org/">http://vinformation.famvin.org/</a> Mission discussion – Community Service Project explanation</td>
<td>Read Ch. 11</td>
</tr>
<tr>
<td></td>
<td>Ch. 7 Improve your Memory (need internet access) Alcohol assessment last 15-20 min. of class</td>
<td></td>
</tr>
<tr>
<td>Tues. 9/29</td>
<td>Ch. 11 Create a Healthy Mind, Body, and Spirit Dr. Tim Osberg’s Alcohol PowerPoint Part I</td>
<td>Personal Evaluation Notebook 11.1; 11.2; 11.3; 11.4 Univ. Smoking Policy – student handbook</td>
</tr>
<tr>
<td>Thurs. 10/1</td>
<td>Part II Alcohol Intervention</td>
<td>None</td>
</tr>
<tr>
<td>Tues. 10/6</td>
<td>The Haunted Library Caper – Class meets at the Library for a resource exercise</td>
<td>Homework: Read Ch. 7; Personal Evaluation Notebook 7.1; 7.3; 7.4; 7.5 Career Development Portfolio</td>
</tr>
<tr>
<td>Thurs. 10/8</td>
<td>Ch. 7 Improve Your Memory Skills</td>
<td>Homework: Read Ch. 8 Personal Evaluation Notebook 8.1; 8.3; 8.4 Case study – Coping with Anxiety; wksht. 8.4 CDP</td>
</tr>
<tr>
<td>Tues. 10/13</td>
<td>Columbus Day Holiday</td>
<td>No Class</td>
</tr>
</tbody>
</table>

8/25/2009
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs. 10/15</td>
<td>Ch. 8 Excel at Taking Tests</td>
<td>Read Ch. 9 Personal Evaluation Notebook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.1; 9.2</td>
</tr>
<tr>
<td>Tues. 10/20</td>
<td>Ch. 9 Express Yourself in Writing and Speech</td>
<td>Read Ch. 10 – Personal Evaluation Notebook 10.2; 10.3; 10.4</td>
</tr>
<tr>
<td></td>
<td>10.5; 10.6; 10.7</td>
<td></td>
</tr>
<tr>
<td>Thurs. 10/22</td>
<td>Ch. 10 Become a Critical Thinker and Creative Problem Solver</td>
<td>Read Ch. 12</td>
</tr>
<tr>
<td>Tues. 10/27</td>
<td>Ch. 12 Build Supportive and Diverse Relationships</td>
<td>Read Ch. 13</td>
</tr>
<tr>
<td>Thurs. 10/29</td>
<td>Ch. 13 Develop Positive Habits</td>
<td>Read Ch. 14</td>
</tr>
<tr>
<td>Tues. 11/3</td>
<td>Ch. 14 Explore Majors and Careers</td>
<td>Hand in Passport for Success &amp; portfolio</td>
</tr>
<tr>
<td>Thurs. 11/5</td>
<td>Class Evaluation – party/volleyball meet at Kiernan Ctr.</td>
<td>Dress for volleyball</td>
</tr>
</tbody>
</table>

**Requirements of Course**

**Textbooks(s)**

*Peak Performance, Success in College and Beyond,* (seventh edition) by Sharon K. Ferrett, published by McGraw Hill.

**Major assignments**

- When the Emperor Was Divine – 2 page paper
- Event: Book discussion by author, Julie Otsuka, When the Emperor Was Divine, Sept. 10th
- Library Resource participation
- Equalogy presentation – Monday, Sept. 14th CAM
- Passport to Success

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NUS 102 – FIRST YEAR NIAGARA

- Portfolio – workbook assignments
- Community Service Project, either Sept. 26th, Oct. 3rd or Oct. 17th – Niagara Youth Activities Day

Attendance Policy
Students cannot miss more than 2 classes and must make up any work missed.

Grading Policies and Procedures
NUS 102 is required to graduate. Students will receive a S or U grade on their transcripts.

Academic Integrity
Academic honesty – being honest and truthful in academic settings, especially in the communication and presentation of ideas – is required to experience and fulfill the mission of Niagara University. Academic dishonesty – being untruthful, deceptive, or dishonest in academic settings in any way – subverts the university mission, harms faculty and students, damages the reputation of the university, and diminishes public confidence in higher education.

All members of the university community share the responsibility for creating conditions that support academic integrity. Students must abstain from any violations of academic integrity and set examples for each other by assuming full responsibility for their academic and personal development, including informing themselves about and following the university's academic integrity policy.

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources, alteration or falsification of academic records; academic misconduct; complicity; and copyright violation. This policy applies to all courses, program requirements, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs, internships, student teaching and the like.
Please refer to the undergraduate catalogue for Niagara University's policy on academic integrity or access the policy online, www.niagara.edu/academicintegrity.

Students with disabilities
Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than

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the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Counseling Services and Academic Support
The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointment can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).
ATTACHMENT #3
ATTACHMENT #5
Technology used by full time faculty in the classroom (2007-2009)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Technology</td>
<td>28%</td>
<td>74%</td>
</tr>
<tr>
<td>Blackboard</td>
<td>88%</td>
<td>70%</td>
</tr>
<tr>
<td>Webcasts</td>
<td>36%</td>
<td>7%</td>
</tr>
<tr>
<td>Video Conferencing</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Podcasting</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Digital Equipment</td>
<td>88%</td>
<td>63%</td>
</tr>
<tr>
<td>Multimedia</td>
<td>88%</td>
<td>55%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>(included social networking)</td>
<td></td>
</tr>
</tbody>
</table>
ATTACHMENT #6
# Indicators related to the use of Technology among candidates in the College of Education

**NSSE Data: 2005 through 2008 mean comparisons**

<table>
<thead>
<tr>
<th>National Survey of Student Engagement</th>
<th>College of Education (Mean)</th>
<th>Niagara University (Mean)</th>
<th>Carnegie Peers (Mean)</th>
<th>NSSE (Mean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic &amp; Intellectual Experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Used an electronic medium (list serve, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment</td>
<td>Year</td>
<td>2.78</td>
<td>2.67</td>
<td>2.59</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>2.92</td>
<td>2.92</td>
<td>2.93</td>
</tr>
<tr>
<td>m. Used email to communicate with an instructor</td>
<td>Year</td>
<td>3.29</td>
<td>3.28</td>
<td>3.22</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>3.47</td>
<td>3.52</td>
<td>3.70</td>
</tr>
</tbody>
</table>
| 10. Institutional Environment | To what extent does your institution emphasize each of the following?  
1=very little, 2=some, 3=quite a bit, 4=very much |
| g. Using computers in academic work | Year | 3.22 | 3.59 | 3.17 | 3.32 | 3.28 | 3.27 | 3.26 | 3.29 | 3.27 | 3.32 | 3.32 | 3.31 | 3.32 | 3.32 |
|                                          | Year | 3.47 | 3.48 | 3.49 | 3.50 | 3.39 | 3.43 | 3.48 | 3.44 | 3.43 | 3.47 | 3.47 | 3.46 | 3.47 | 3.47 |
| 11. Educational and Personal Growth | To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?  
1=very little, 2=some, 3=quite a bit, 4=very much |
| g. Using computing and information technology | Year | 2.78 | 3.44 | 2.90 | 2.98 | 3.03 | 3.05 | 2.98 | 2.99 | 3.01 | 2.99 | 3.01 | 3.04 |      |      |
|                                          | Year | 3.19 | 3.00 | 3.20 | 3.26 | 3.15 | 3.25 | 3.21 | 3.19 | 3.21 | 3.21 | 3.20 | 3.22 |      |      |