

SUNY Fredonia's
7th Annual
Teaching & Learning
Conference

“Innovative Learning Environments”

Monday, August 19, 2013

8:00am-4:00pm

Williams Center



Greetings

On behalf of the SUNY Fredonia Professional Development Center and the PDC Advisory Board, we'd like to welcome you to the 7th Annual Teaching & Learning Conference. This year's conference will focus on a variety of vital themes under the umbrella of teaching and learning within innovative learning environments. Recent scholarship, coupled with the challenges facing higher education, requires educators to think outside of the traditional classroom environment and to re-imagine education within a multiplicity of new and innovative settings. Our hope is that today's widely varying presentations on this central theme and its sub-strands of diversity, performance, community, technology and service-learning will give everyone a chance to share ideas with colleagues, reflect on teaching practices, evaluate the delivery of student support services, and look forward to an exciting new academic year.

Our keynote speaker this year is **Dr. Gloria Ladson-Billings**, the Kellner Family Professor of Urban Education at the University of Wisconsin-Madison. Dr. Ladson-Billings' area of expertise focuses on culturally relevant pedagogy, and her research examines the pedagogical practices of teachers who are successful with African-American students. She is the author of the critically acclaimed book, *The Dreamkeepers: Successful Teachers of African American Children*. She is a former president of the American Educational Research Association and former editor of the *American Educational Research Journal*.

Special thanks to SUNY Fredonia's President Dr. Virginia Horvath, Provost Dr. Terry Brown, and Interim Provost Dr. Kevin Kearns for their continued support for this conference; to the Professional Development Center Director Ms. Dawn Eckenrode and her team – Mrs. Cheryl Dearth and Mr. Christopher Taverna – for their invaluable leadership in organizing this year's conference; to SUNY Fredonia's Faculty Student Association for funding a grant to supplement conference costs, and to the members of the PDC Advisory Board for their review of the conference proposals and service in many aspects of today's events.

We look forward to an exciting day of discussions among faculty and staff about the ways in which to best incorporate these themes in their teaching practices and delivery of student support services. The most promising outcome of the 2013 SUNY Fredonia Teaching & Learning Conference will be the connections created between practitioners who can help support long-term efforts to improve students' experiences within democratic learning communities. Welcome back to campus!

Dr. Robert Dahlgren
Ms. Jodi Rzepka
Co-Chairs, Teaching & Learning Conference

Overview of Schedule

8:00am to 8:30am	Sign-in & Refreshments	Multi-purpose Room, Williams Center
8:30am to 9:50am	Welcome & Keynote	Multi-purpose Room, Williams Center
10:00am to 11:50am	Concurrent Sessions	S204A-E, Williams Center
12:00pm-1:00pm	Lunch	Multi-purpose Room, Williams Center
1:10pm-3:00pm	Concurrent Sessions	S204A-E, Williams Center

Welcome

8:30am

Opening Remarks: Multi-purpose Room, Williams Center

*Dr. Robert Dahlgren, Co-Chair of PDC Advisory Board,
Assistant Professor, Curriculum & Instruction: Social Studies
Coordinator of the C&I, MEd. Program, SUNY Fredonia*

*Dr. Terry Brown, Provost and Vice President of Academic Affairs,
SUNY Fredonia*

Dr. Virginia Horvath, President, SUNY Fredonia

Keynote Address:

Dr. Gloria Ladson-Billings,

Keynote Speaker

Dr. Gloria Ladson-Billings is the Kellner Family Professor of Urban Education in the Department of Curriculum & Instruction at the University of Wisconsin-Madison and the 2005-2006 president of the American Educational Research Association. Ladson-Billings' research examines the pedagogical practices of teachers who are successful with African American students. She also investigates Critical Race Theory applications to education. She is the author of the critically acclaimed books, *The Dreamkeepers: Successful Teachers of African American Children*, *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*, and many journal articles and book chapters. She is the former editor of the *American Educational Research Journal* and a member of several editorial boards. Her work has won numerous scholarly awards including the H. I. Romnes faculty fellowship, the Spencer Post-doctoral Fellowship, and the Palmer O. Johnson Outstanding research award. In 2002 she was awarded an honorary doctorate from Umeå University in Umeå, Sweden and in 2003-2004 was a fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University. She is the 2004 recipient of the George and Louise Spindler Award for ongoing contributions in educational anthropology, given by the Council on Anthropology & Education of the American Anthropological Association. In the spring of 2005 she was elected to the National Academy of Education.

Morning Schedule at a Glance:

Concurrent Sessions: 10:00am ~10:50am

Room:	S204A	S204B	S204C	S204D	S204E
10:00am-10:50am	"Bring Global to Local and Keep it Local: Strategies to Recruit and Retain International Students"	"Dialogue Across Difference: Talking Religion and Sexuality in a Teacher Education Course"	"Using Jing: Meaningful Feedback in 5 Minutes or Less"	"Experiential Learning Using Business Start-ups as a Learning Strategy"	"Utilizing Social Media for High Impact Learning Environments"

Concurrent Sessions: 11:00am ~ 11:50am

Room:	S204A	S204B	S204C	S204D	S204E
11:00am-11:50am	"Equity Pedagogy: A Strategy for Maximizing Student Learning in Multicultural College Classrooms"	"Class as Collective Internship: Building Course Assignments for Professional Outreach"	"Supporting Literacy Learners' Use of QR Codes to Enhance Children's Books"	"Service Learning as a Tool for Enhancing Student Collaboration Processes: Action Research"	"Music Teacher Education Program Evaluation: Improving Accuracy and Data Collection"

Afternoon Schedule at a Glance:

Concurrent Sessions: 1:10pm ~ 2:00pm

Room:	S204A	S204B	S204C	S204D	S204E
1:10pm-2:00pm	"Using Performance Art to Cope with Trauma and Engage Students"	"Holistic Education: A Conversation on General Education in the 21 st Century"	"Classroom Layout, Technology and Student Learning"	"Service Learning, Engagement and Sustainability: Teaching Writing and Social Change"	"Opening Eyes and Minds: Interdisciplinary Learning about Discrimination during Hurricane Katrina"

Concurrent Sessions: 2:10pm ~ 3:00pm

Room:	S204A	S204B	S204C	S204D	S204E
2:10pm-3:00pm	"Meeting Students Where They Are: A Global Lens on Teaching"	"Retrieving Interdisciplinarity from the Margins"	"Pros and Cons of Educational Technology Use Inside and Outside the Classroom"	"Developing Content Knowledge: Teacher Candidates Deliver Responses to Intervention (RTI) Through Service Learning"	"Sustaining School-University Partnerships: A Twenty-Year Retrospective of an After-School Program"

Concurrent Sessions: 10:00am~10:50am

Bring Global to Local and Keep it Local: Strategies to Recruit and Retain International Students in Higher Education (S204A)

Guang Yu Tan, SUNY Fredonia, Assistant Professor, Curriculum and Instruction

The landscape of higher education in the United States has been changing due to globalization and international education. According to the U.S Department of Education (2013), the total international student enrollment in the U.S. higher education institutions increased 6% in 2011-2012 to a record high of 764,495. Although SUNY-Fredonia has a small percentage of international student population, 1.3% to be exact, the campus cannot ignore their needs to retain them. The purpose of this proposal is twofold. First, it will discuss the importance of recruiting international students, and linking the local community to the global communities. Second, it will use real life scenarios from international students as examples to discuss the strategies to help them acculturate and retain them.

Dialogue Across Difference: Talking Religion and Sexuality in a Teacher Education Course (S204B)

Heather McEntarfer, SUNY Fredonia, Visiting Assistant Professor, Department of English

I will present findings from one case study within a larger study examining a teacher education course focused on gender and sexuality. I will use positioning theory's concept of "storylines" to understand the change that took place for one participant, Jill. I will examine the dialogue that emerged between Jill, a straight-identified student who believed passionately in supporting LGBTQ students, and Laura, a conservative Christian woman who visited the class. I will demonstrate how, through this dialogue, Jill—who retained her support for LGBTQ youth—also came to recognize and explore her own anti-religious biases. Using discourse analysis, I will identify the shifting storylines throughout their conversation and Jill's subsequent writing, and I will identify characteristics of the conversation that helped Jill shift from a conversational storyline of "debate" to one of "dialogue." I will consider the implications of Jill's story for educators interested in creating productive dialogue across difference.

Using Jing: Meaningful feedback in 5 minutes or less! (S204C)

Cynthia Carlson, SUNY Fredonia, Adjunct Instructor/Grant Coordinator, College of Ed: LLL/OSP: Projects Bridge & Mast2er

Are you looking for a quick and easy way to provide meaningful, individualized feedback on student assignments? Students describe audiovisual feedback as a more effective way to interact with the instructor, to build community, and to help them learn. Using Jing, a free downloadable program that is simple and intuitive to use, the instructor can record, save, and send screencast links to individual students. Students receiving screencast feedback with Jing report an improved perception of the teacher and an increased confidence in discussing their work with the teacher. In this presentation, participants will see examples, watch a demo of the process, and learn how to make their own screencasts. Research data will be made available, as well as step by step instructions for implementation.

Experiential Learning Using Business Start-ups as Learning Strategy (S204D)

Sue McNamara, Ph. D., SUNY Fredonia, Assistant Professor, School of Business

An experiential learning model according to Kolb and Kolb (2005) suggests a four stage learning cycle where immediate or concrete experience provides a context for observations and reflections of the learner. The reflections are assimilated into abstract concepts from which new implications for action can be formed. In essence, learning is transformed into the ability to apply the abstract concepts in critical thinking and application. The experiential model of learning was the basis of creating an approach to teaching organizational behavior using the creation of entrepreneurial start-ups to provide the concrete experience for a class of 35 students. As the students form start-ups, their companies experience the major theories of organizational behavior including team building, motivation, individual styles, structure, performance management, change, and leadership. The proposed presentation will include a discussion of the curriculum design, assessment strategies and learning outcomes. A brief simulation of the instruction methods will be employed. Kolb, A. Y., & Kolb, D. A. (2005). Learning style and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 192-212.

Utilizing Social Media for High Impact Learning Environments (S204E)

Scott Weiland, Ph. D., King's College, Assistant Professor, Mass Communications

According to GeniusRecruiter.com (2012), college students love using social media. Facebook (2012), which remains a top social media choice of college students, boasts one billion total active users as of October 2012. With this in mind, should professors utilize social media in the classroom to enhance learning experiences? The answer is a resounding "YES!" As a result of this presentation, attendees will develop a foundation of the issues that exist with social media, focusing on the key areas that pertain to use of social media to enhance the learning process. This presentation encompasses the theory and practical application of social media such as Facebook, Twitter, YouTube, LinkedIn, and texting. Participants will examine multiple perspectives about social media's effects and will learn how to implement social media as tools to enhance the classroom environment and learning experiences. Keywords: social media, Facebook, Twitter, YouTube, LinkedIn

Concurrent Sessions: 1 1:00am ~ 1 1:50am

Equity pedagogy: a strategy for maximizing student learning in multicultural college classrooms (S204A)

Joan Bradley, Ed. D, Daemen College, Assistant Professor, Department of Education

Joanne Sadler, Ed.D, Daemen College, Assistant Professor, Department of Education

Equity pedagogy acknowledges that when different cultural, racial, and socioeconomic groups meet as they do in college classrooms, differences in backgrounds, perspectives, and levels of preparation can prevent students from functioning effectively and benefiting fully from the learning experience. Equity pedagogy advocates that maximizing learning for all students requires educators to (a) utilize a variety of teaching strategies that motivate students to think critically about content and (b) provide opportunities for them to develop their social, political, and leadership skills. Review of research will be shared showing that it is the quality of instruction, and not the multicultural background that drives higher achievement. The presenters will share examples of teaching strategies used in their classrooms to address equity pedagogy and thereby increase student success.

Class as collective internship: Building course assignments for professional outreach (S204-B)

Bond Benton, SUNY Fredonia, Assistant Professor, Dept. of Communication

Numerous university instructors have professional outreach opportunities that extend beyond classroom. From consulting to external research, professional engagement is now standard for many university teachers. In most cases, partnerships between students and the professional community are viewed through the narrow lens of internships. While important, students rarely have the chance to do multiple internships and the link to classroom content is frequently lost. By looking at professional engagement as a chance for classroom experiences, university professors can create opportunities for students that are practical, tangible, and support the content of their curriculum. Strategies and challenges of this approach are considered.

Supporting Literacy Learners' Use of QR Codes to Enhance Children's Books (S204-C)

Marya Grande, Canisius College, Associate Professor, Education Department, School of Education and Human Services

Camille Pontrello, Canisius College, Assistant Professor of Literacy Education

Our investigation can help teacher educators and teacher candidates learn about the use of QR codes in education and the powerful application it has for enhancing text for all learners (English Language Learners, students with disabilities, gifted and talented students, etc.) with the ultimate goal of comprehension development. This study recognizes how QR codes can be used in schools with mobile devices (i.e., iPad, iPod Touch, SmartPhone, or a computer with a webcam). The audience will experience how to prepare teacher candidates to use this technology to enhance texts, authentic QR code enhanced texts designed by teacher candidates, and explore ways to enhance a text for exceptional learners using QR codes. The presenters will engage audience participants in the use of mobile devices and authentic literature designed by teacher candidates with QR code technology. The audience can expect to experience an innovative way to incorporate technology for the development of literacy in their instruction. In keeping with the principles of Universal Design for Learning (UDL), this investigation will demonstrate how the use of this technology can remove learning barriers and provide access to text for exceptional learners. Audio Visual Needs: Computer, projector.

Service Learning as a Tool for Enhancing Student Collaboration Processes: Action Research (S204-D)

Natalia Albul, Villa Maria College, Assistant Professor, Art Department

Sandra Reicis, Villa Maria College, Associate Professor, Art Department

This presentation will demonstrate how participation in a service learning project led to improved collaboration skills and processes through action research as applied to interior design students. Participation in a Junior League service project provided the opportunity for experiential learning by working on a real time project. Students were challenged to apply their design knowledge and skills to create a tangible product outside of the traditional classroom environment. Student outcomes included enhanced interpersonal skills, citizenship education and visible personal responsibility. Meaningful learning was documented in improved content acquisition and active student engagement contributed to a solid foundation for increased intrinsic motivation. Performance appraisals and quality assessment indicated improved comprehension of the design process and better understanding of effective collaboration.

Music Teacher Education Program Evaluation: Improving Accuracy and Data Collection (S204-E)

Victoria Furby, SUNY- Buffalo State, Assistant Professor / Coordinator of Music Education, Department of Music

Assessment is an important tool in higher education for both accreditation and educational purposes. While final grades may be a valid measure of student success, they may not always reflect the actual attainment of musical or educational competencies. The TaskStream web-based, assessment platform allows for the creation and administration of rubrics related to specific culminating assignments for authentic assessment of student learning. In addition, the TaskStream platform includes a data collection, sorting and storage system that allows educators to look back over numerous administrations of a particular assessment, showing trends in musical learning and teaching that may help to improve curriculum, change practices and lead to higher quality future music teachers. This session will be a practical demonstration of the TaskStream platform, and will show its use by the Buffalo State music department to meet assessment goals.

Concurrent Sessions: 1:10pm ~ 2:00pm

Using Performance Art to Cope with Trauma and Engage Students (S204-A)

Shirley Hayes, Buffalo State, Assistant Professor, Art Education

Life's traumas create traces in the mind. These traces, as physiological imprints of past experiences, often dictate how we think, feel, and cope with life. By examining performance art by artists who have dealt with trauma, one can see ways that artists engage memories of the personal, cultural and political traumas in life. They bring awareness to unawareness through their art. Teachers can use performance art as a means to engage students in creating performance art pieces. The participants will construct a simple performance art piece to illustrate how this strategy might be used in teaching diverse groups of students.

Holistic Education: A Conversation on General Education in the 21st Century (S204-B)

John Arnold, SUNY Fredonia, Assistant Professor, Department of History

Joe McFall, SUNY Fredonia, Assistant Professor, Department of Psychology

Jessica Akey, SUNY Fredonia, Assistant Professor, Department of Communication

Mike Jabot, SUNY Fredonia, Professor, College of Education, Curriculum & Instruction

John Staples, SUNY Fredonia, Associate Professor, Department of History

David Kinkela, SUNY Fredonia, Associate Professor, Department of History

The Holistic Education Renga has during the 2012-13 academic year encouraged a broad community of Fredonia scholars to reconsider traditional goals and assumptions of the General Education Curriculum. Its members invite a guided conversation on such topics as interdisciplinarity, sustainability, civic engagement, and ethics. How might the humanities, the sciences, and the professions interact to provide a "liberating" education, one that provides students a means to envision, create, and experience a life of value and personal fulfillment?

Classroom Layout, Technology, and Student Learning (S204-C)

Jonathan Lawrence, Canisius College, Associate Professor, Religious Studies and Theology

R. Mark Meyer, Canisius College, Associate Professor, Computer Science

Canisius College introduced two collaborative learning spaces in Fall 2012. These classrooms have multiple technology stations for small group use with the ability to share screens across multiple monitors and furniture which can be easily rearranged. We will reflect on the impact of these learning spaces on teaching and learning, share ideas for adapting other courses to these spaces, reflect on technological options, and encourage attendees to consider applications in their own classes.

Service Learning, Engagement and Sustainability: Teaching “Writing and Social Change (S204-D)

Christina Jarvis, SUNY Fredonia, Professor, Department of English

My presentation will focus on the student learning and community engagement outcomes of my “Writing and Social Change” course, which pairs students and community groups to address local environmental and social justice needs and to engage in real world writing projects. During my talk, I will discuss three different versions of the course and particular strategies for developing successful student public writing, PR/advocacy, and grant writing assignments. The presentation will not only explore practical pedagogical, funding, relationship building and organizational issues, but it will also offer analysis of student service-learning reflections and post-course applications.

Opening Eyes and Minds: Interdisciplinary Learning about Discrimination during Hurricane Katrina (S204-E)

Sharon Green, Niagara University, Coordinator of Instructional Services, Office of Academic Support

Students in Niagara University’s HEOP pre-college summer program read “Zeitoun” by Dave Eggers, a nonfiction account of discrimination against a Syrian-American during Hurricane Katrina, in “Introduction to College Reading.” In “Introduction to College Writing,” they write a paper on a related topic and design posters to present publicly to the campus community. These activities actively engage students on a deeper level about a social problem, and reluctant readers become authorities on the book and their research. During the poster presentations, diverse soon-to-be freshmen explain their research to faculty, staff, and even high-level administrators. My presentation will include a synopsis of “Zeitoun,” a description of both courses, examples of students’ research topics, and photos from poster presentations. I will also bring posters created by students. The audience will be invited to suggest ways to engage their students with similar material and activities.

Concurrent Sessions: 2:10pm ~ 3:00pm

Meeting Students Where They Are: A Global Lens on Teaching (S204-A)

Dr. Tracy Galuski, Empire State College, Assistant Professor, Community and Human Services / Early Childhood

Dr. Sheila Aird, Empire State College, Assistant Professor, Global Studies

As the educational landscape changes, students are deciding how and when they want to be educated. It is time for us to deconstruct traditional modes of education through different approaches and innovative course delivery that engage our students where they are. Students today are technologically savvy, have access to a wealth of information via the internet, and social media tools are here to stay. How can we as educators blend traditional vs. non-traditional modes of delivery to educate and help prepare our students to critically analyze and develop the skills needed for the future? In this interactive session, participants will consider several non-traditional forms of course instruction that have become main stream at Empire State College. These approaches take students from a traditional classroom into an independent study (at-a-distance), online classes, blended-studies and residency models that meet the individual needs of students both locally and globally. Several real-time examples will be provided and participants will be challenged to consider how these different models can be applied to their individual areas of study with an opportunity to collaborate.

Retrieving Interdisciplinarity from the Margins (S204-B)

Jeanette McVicker, SUNY Fredonia, Professor, Department of English

Carmen Rivera, SUNY Fredonia, Professor of Spanish, Department of Modern Languages & Literatures / Women's & Gender Studies / Ethnic Studies

Jessica Akey, SUNY Fredonia, Assistant Professor, Department of Communication / Women's & Gender Studies

Jennifer Hildebrand, SUNY Fredonia, Associate Professor, Department of History / Ethnic Studies

Christina Jarvis, SUNY Fredonia, Professor, Department of English / Environmental Studies / American Studies

Shannon McRae, SUNY Fredonia, Associate Professor, Department of English / American Studies

Jeffrey Iovannone, SUNY Fredonia, Lecturer, Women's & Gender Studies / English / History

“Interdisciplinarity”: what does it mean today in higher education? Such programs have a long history in the academy, starting in the post-WW2 era. Today, INDS programs are thriving at institutions across the U.S., encompassing law, science, medicine, the humanities, arts and social sciences. They remain institutional locations for cutting-edge research and innovative pedagogies; increasingly, they are also delivering degree programs at the advanced levels. Yet, despite nearly half a century of institutional presence, how much have they impacted the administrative structures of higher education? Can they continue to thrive in today’s academy? What does the future look like from the perspective of these programs? Faculty participating in several of these initiatives at Fredonia will participate on a roundtable session addressing how “interdisciplinarity” helps us rethink the curriculum and administrative structures of higher education.

Pros and Cons of Educational Technology Use Inside and Outside Classroom (S204-C)

Gurmukh Singh, SUNY Fredonia, Visiting Assistant Professor, Department of Computer and Information Sciences

The use of educational technology has become an integral part of 21st century teaching and learning process at all levels of education. Therefore, modern technology is definitely changing the basic process students learn, educators teach and how educators and learners communicate with each other. No doubt technology provides greater access to information and new ways for students to learn, it can also become a pertinent means of hindering critical thinking, creative problem solving and cognitive development. Due to enhanced usage of technology in the classroom, instructors and educators are faced with a dilemma: Does technology provide the learners or students required training and experience to succeed in the 21st century, or does it hinder them from developing valuable skills that are only obtained through instructor-learner interaction? Technology in the classroom also presents a question of how to spend taxpayers' money on national education. Several pertinent arguments presented by proponents and opponents of 21st century technology usage inside and outside the classroom will be discussed in this scholarly article.

Developing Content Knowledge: Teacher Candidates Deliver Response to Intervention (RTI) Through Service Learning (S204-D)

Camille Pontrello, Canisius College, Assistant Professor of Literacy Education, Education Department, School of Education and Human Services

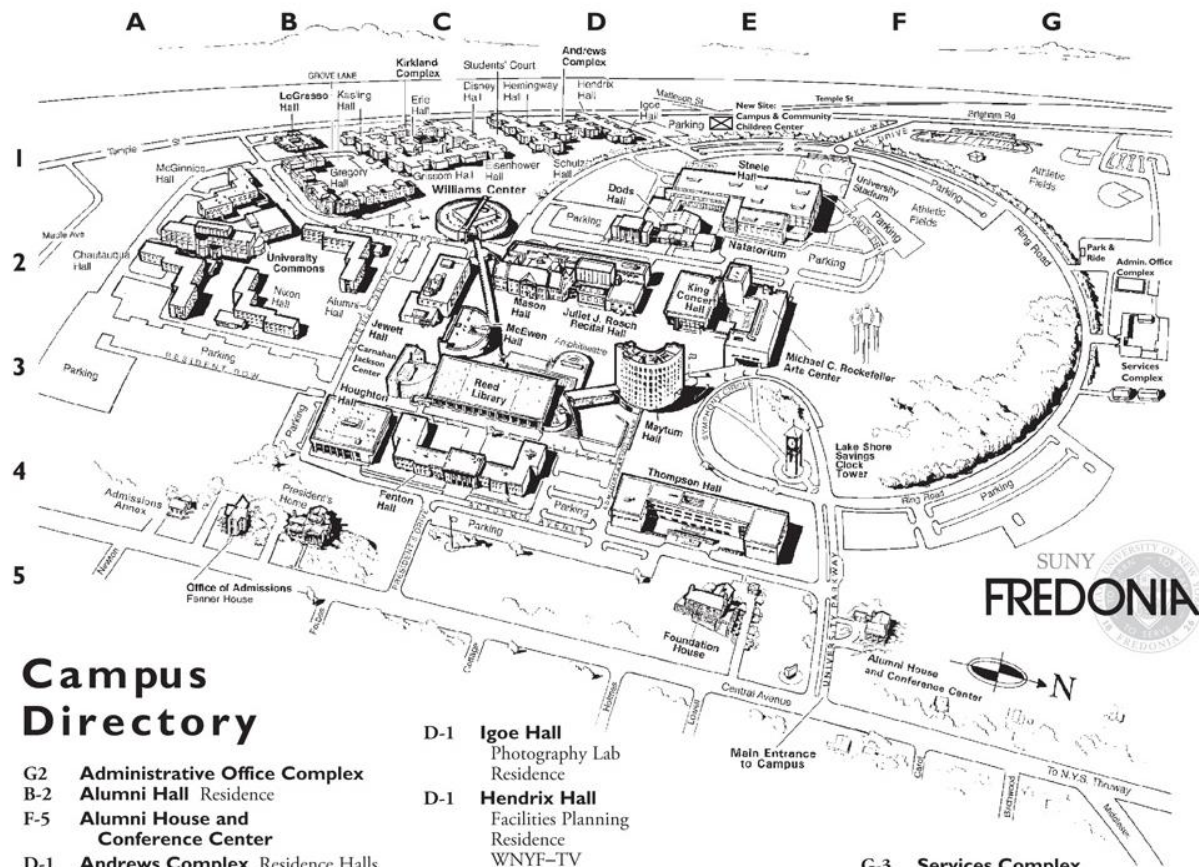
During this presentation, the audience can expect to experience innovative ways to develop content knowledge with teacher candidates while applying principles of Universal Design for Learning (UDL) whenever possible in their instruction to support the access of content for all types of learners. Modeling effective practice, the presenter will implement the principles of UDL and the audience will have the opportunity to identify these principles in an interactive activity. Audience participants will also have the opportunity to examine seminar topics, how they were presented, and key course assignments central to effective literacy education development and how they impacted teacher candidates' delivery of RTI services to students.

Sustaining School-University Partnerships: A Twenty-Year Retrospective of an After-School Program (S204-E)

Kathleen Magiera, SUNY Fredonia, Associate Professor, College of Education, Curriculum and Instruction

Dr. Laura Geraci, SUNY Fredonia, Assistant Professor, College of Education, Curriculum and Instruction

Started in 1991 and continuing to the present day, an after-school tutoring program at the elementary and middle school levels has gone through various changes of personnel including professors, school administrators, and teachers. Despite all these changes, the undergraduate teacher candidates have continued to meet the needs of students with disabilities and at-risk students through two-on-one individualized instruction. These clinically rich experiences target diverse students in the areas of literacy at the elementary level and various content areas at the middle school level. Surveys were sent to school and university professionals affiliated with the undergraduate course and its accompanying field experience to determine why the school-university partnership has lasted over twenty years. Face-to-face follow-up interviews were also collected and analyzed for even greater depth of data. Overall, school and university personnel described the value of the individualized instruction for diverse learners and its ease of implementation.



Campus Directory

- G-2 **Administrative Office Complex**
 B-2 **Alumni Hall** Residence
 F-5 **Alumni House and Conference Center**
 D-1 **Andrews Complex** Residence Halls
 E-1 **Campus & Community Children Center** (New Site)
 C-3 **Carnahan Jackson Center**
 C-2 **Centre Pointe Lounge** (Dining-Williams Center)
 A-2 **Chautauqua Hall** Residence
 B-2 **Cranston Marché** (Dining-University Commons)
 D-2 **Dods Hall** Physical Education
 C-1 **Erie Hall** (Dining)
 A-5 **Fenner House** Office of Admissions
 C-4 **Fenton Hall** Classrooms
 Offices
 Graduate Studies
 President's Office
 E-5 **Foundation House** Fredonia College Foundation
 Media Relations
 B-1 **Gregory Hall** Career Development
 Faculty Student Association
 Residence Life
 University Police
 C-2 **Horizon Room** (Dining-Williams Center)

- D-1 **Igoe Hall** Photography Lab
 Residence
 D-1 **Hendrix Hall** Facilities Planning
 Residence
 WNYF-TV
 B-4 **Houghton Hall** Sciences
 C-2 **Jewett Hall** Sciences
 D-2 **Juliet J. Rosch Recital Hall**
 E-2 **King Concert Hall**
 C-1 **Kirkland Complex** Residence Halls
 E-4 **Lake Shore Savings Clock Tower and Carillon**
 B-1 **LoGrasso Hall** Counseling Center
 Health Center
 International Education
 C-1 **Market Place at Erie** (Dining)
 D-2 **Mason Hall** School of Music
 D-3 **Maytum Hall** Computer Center
 C-3 **McEwen Hall** Classrooms
 Fredonia Radio Systems
 A-1 **McGinnies Hall** Environmental Health & Safety
 Residence
 E-3 **Michael C. Rockefeller Arts Center**
 E-2 **Natatorium**
 B-3 **Nixon Hall** Residence
 ResNet
 B-5 **President's Home**
 C-3 **Reed Library** Learning Center

- G-3 **Services Complex** Central Receiving
 FSA Commissary
 Grounds
 Heating Plant
 Maintenance
 E-1 **Steele Hall** Fieldhouse
 E-4 **Thompson Hall** Campus & Community
 Children Center (Existing)
 College of Education
 Media Center
 School of Business
 Social Sciences
 C-2 **Trendz** (Dining-Williams Center)
 B-2 **University Commons** Bookstore
 Convenience Store
 Cranston Marché-Dining
 Residence
 Starbucks Coffee
 F-1 **University Stadium**
 C-2 **Williams Center** Campus Life Office
 Centre Pointe Lounge-Dining
 Credit Union
 Horizon Room-Dining
 Lifelong Learning
 Trendz-Dining
 Volunteer Services