

EAST CAROLINA UNIVERSITY  
COLLEGE OF EDUCATION  
TECHNOLOGY PLAN

January 1, 2008 – December 31, 2010

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## EXECUTIVE SUMMARY

This document contains a comprehensive technology plan for the College of Education at East Carolina University. This plan was developed by the members of the 2007-08 Technology Committee. To begin its work, the committee identified the following goals to support the overall mission of the College:

- Graduates of COE programs will have the technological knowledge and skills needed to reform educational practice to exemplify 21<sup>st</sup> Century skills.
- Faculty and staff will promote the attainment of academic and scholarly excellence through a variety of technology initiatives designed to develop active and life-long learners.
- The College of Education will encourage, promote, and recognize research initiatives regarding the innovative use of technology in developing new models, tools and instructional strategies.
- The College of Education will provide professional development opportunities for students, staff, faculty and administration encouraging technological proficiency, competence and confidence in the integration of technology in teaching and learning.
- The College of Education seeks to acquire, maintain and provide access to current technology hardware and software tools designed to support teaching, learning, research, service and administration.
- Through its Instructional Technology Center, the College of Education will provide technical assistance and instructional technology consulting services to support the use of technology in teacher education and other professional educator programs.

The plan herein identifies the objectives, strategies and resources needed to attain these goals.

It requires annual review and revision to ensure flexibility in meeting the challenges of addressing the dynamic nature of technology and the changing needs of students and faculty within a progressive educational environment.

## The Vision of Technology in the College of Education

The College of Education strives to foster a progressive technology-rich environment that empowers all students, staff and faculty members. New digital technologies can provide powerful tools to support its mission of teaching, research and service. Significant to this charge is the application of technology to three important areas:

1. The encouragement and nurturing of professional growth for educators and allied practitioners at all levels and in all areas of the educational endeavor;
2. A continuing emphasis on and support for scholarship and research/creative activity; and
3. Service in all areas of professional education.

The following plan outlines the way in which technology will be used to support the initiatives of the College of Education.

The mission statement of the North Carolina State Board of Education states that North Carolina public schools will be led by 21st Century professionals. The 21<sup>st</sup> Century professional educator must be able to use technology to facilitate rich learning experiences for students who will live and work in a global community. Teacher educators will model the appropriate use of technology in their own instruction. Faculty members will support the use of instructional and assistive technologies in face-to-face and online instruction. The college promotes the attainment of academic and scholarly excellence of faculty and students through a variety of technology initiatives designed to develop active and life-long learners.

The College of Education is committed to developing teaching and learning environments that encourage the use of technology to support practices that contribute to the learning process. Existing and emerging technologies allow the instructor to choose from a wide variety of delivery methods and to apply the principles of universal design for learning to address the needs of all learners. Through the outreach efforts of our faculty and staff and through our nationally recognized partnerships, we are committed to providing access to various technology initiatives that will support our goal of leadership in teacher recruitment, preparation and retention.

The College of Education is committed to developing and providing support for the skills and knowledge necessary for individual and collaborative use of innovative technology designed to maximize personal and professional growth and to attain academic excellence. Faculty training is critical to the appropriate use of technology. Without this training, along with technical support, neither faculty nor students will be able to take full advantage of the benefits of educational technology. Professional learning opportunities will be aligned to the National Educational Technology Standards for Teachers (NETS-T) and offered in a variety of formats.

To achieve this vision, the COE Technology Committee has developed this plan for the implementation of technology for the period January 1, 2008 – December 31, 2010. Successful implementation of this plan depends on continued commitment of administrators, faculty members and staff to life-long learning and professional growth. Through the Technology Committee, the College will seek to acquire, maintain, and provide access to current and future technologies designed to support teaching, research, service and administrative processes.

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**Statement of Assumptions**

*In preparing this plan, the members of the COE Technology Committee used the following assumptions to guide their work and provide context for the goals, objectives and strategies herein.*

1. Technology has the potential to improve teaching and learning.
2. 21<sup>st</sup> Century educators are expected to integrate and utilize technology in their instruction.
3. The faculty, staff and students of the College of Education are at varied levels of skill in their use of technology.
4. The technology needs of the departments and administrative units within the College of Education are different.
5. Demand for online and distance education will continue to increase.
6. The College of Education will be expected to produce increasing numbers of licensed teachers, as per guidelines set by UNC General Administration.
7. Installation and maintenance of COE technology resources requires full-time technical support.
8. Resources to support the use of technology should be allocated in a way that efficiently and effectively addresses the strategic goals of the College of Education.

## Technology in Teacher Education

### *Goals:*

- Graduates of COE programs will have the technological knowledge and skills needed to reform educational practice to exemplify 21<sup>st</sup> Century skills.
- Faculty and staff will promote the attainment of academic and scholarly excellence through a variety of technology initiatives designed to develop active and life-long learners.

### *Current Situation:*

In 2006, the teacher preparation curriculum was fully aligned to the National Educational Technology Standards for Teachers (NETS-T). All program areas were asked to identify where NETS-T competencies were demonstrated within their course sequence. Most initial licensure programs require EDTC 4001 as part of their professional core curriculum. Exceptions are Music Education and Science Education, which have an equivalent course. EDTC 4001 and its equivalents are also aligned to NETS-T competencies. Students demonstrate their ability to use technology in teaching by creating an electronic portfolio of lesson plans, presentations and other educational resources.

Recently, the North Carolina Department of Public Instruction and the State Board of Education adopted new professional teacher standards which are aligned to the framework identified by the Partnership for 21<sup>st</sup> Century Skills. Included in this framework are Information, Media and Technology skills. In June 2008, the International Society for Technology in Education released a new version of NETS-T. (See <http://www.iste.org> for details.) As the College of Education seeks to revise the teacher preparation curriculum to meet the competencies outline in the NC Professional Teacher Standards, attention must be paid to both sets of standards in regards to technology integration.

Objective 1: <b>Candidates for licensure will acquire and practice 21<sup>st</sup> century technology skills during their professional preparation.</b>				
Strategy	Person(s) Responsible	Resources Needed	Timeline	Indicators of Success
1.1 Realign teacher education curriculum with NC Professional Teaching Standards	Department chairs Program coordinators Assessment coordinator	<ul style="list-style-type: none"> <li>• Meeting time</li> <li>• Alignment tools</li> <li>• Access to instructors</li> </ul>	Fall 2007 – Spring 2009	<ul style="list-style-type: none"> <li>• Updated curriculum</li> </ul>
1.2 Realign teacher education curriculum with NETS-T 2008	Department chairs Program coordinators Assessment coordinator Technology Coordinator	<ul style="list-style-type: none"> <li>• Meeting time</li> <li>• Alignment tools</li> <li>• Access to instructors</li> </ul>	Fall 2008 – Spring 2009	<ul style="list-style-type: none"> <li>• Alignment matrix</li> </ul>
1.3 Recognize appropriate technology literacy credentials from incoming students	COE task force/Office of Alternative Licensure	<ul style="list-style-type: none"> <li>• Evaluation instrument</li> </ul>	Fall 2008	<ul style="list-style-type: none"> <li>• Number of student waived from ASIP 2000/EDTC 4001 through evaluation</li> </ul>
1.4 Promote continual awareness of societal, cultural and ethical issues regarding the use of technology in education	Instructors ITC staff	<ul style="list-style-type: none"> <li>• Guidelines for appropriate use of technology</li> <li>• Guidelines for adherence to copyright</li> <li>• Consultation with ITC staff when needed</li> </ul>	ongoing	<ul style="list-style-type: none"> <li>• Observation of appropriate use of technology</li> <li>• Sources cited on multimedia projects</li> </ul>

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Objective 2: Faculty members will model best practices of technology integration in their instruction.				
Strategy	Person(s) Responsible	Resources Needed	Timeline	Indicators of Success
2.1 Attend technology professional development activities	Instructors	<ul style="list-style-type: none"> <li>• Workshop facilitators</li> <li>• Workshops, etc.</li> <li>• Computer labs</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• attendance at professional development activities</li> <li>• CEUs filed with OTE</li> </ul>
2.2 Consult with the ITC staff on methods of technology integration	Instructors Department Chairs ITC staff	<ul style="list-style-type: none"> <li>• Time for appointments</li> <li>• Facilities in Media Development Lab</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• log of consultations with ITC staff</li> </ul>
2.3 Co-facilitate technology rich lessons with technology specialists	Instructors Technology Coordinator	<ul style="list-style-type: none"> <li>• Class schedules</li> <li>• Hardware and Software as needed</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• requests from faculty</li> <li>• log of teaching events</li> </ul>
2.4 Keep informed of new instructional technologies and best practices	Instructors Department chairs ITC staff	<ul style="list-style-type: none"> <li>• Journals and magazines</li> <li>• Listservs</li> <li>• Instructional technology web sites.</li> <li>• ITC library offerings</li> <li>• conferences</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• email updates</li> <li>• Journals and magazines available in ITC</li> <li>• University publications</li> <li>• National publications</li> </ul>

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<b>Objective 3: Teacher education candidates will produce technology-rich instructional products throughout their academic preparation.</b>				
Strategy	Person(s) Responsible	Resources Needed	Timeline	Indicators of Success
3.1 Develop technology-rich units of practice within their disciplines	Teacher education candidates/Instructors	<ul style="list-style-type: none"> <li>access to technology resources</li> </ul>	Fall 2007 and beyond	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Student artifacts</li> </ul>
3.2 Evaluate the student's use of technology during field experiences.	Instructors Field supervisors Clinical teachers	<ul style="list-style-type: none"> <li>Rubrics</li> </ul>	ongoing	<ul style="list-style-type: none"> <li>Evaluation of students' technology products</li> </ul>
3.3 Align teacher preparation curriculum with 21 <sup>st</sup> Century Information, Media and Technology and Communication Skills	Assessment Coordinator Department chairs Program chairs Technology Coordinator	<ul style="list-style-type: none"> <li>Partnership for 21<sup>st</sup> Century framework (<a href="http://www.21stcenturyskills.org">http://www.21stcenturyskills.org</a>)</li> </ul>	Summer 2008	<ul style="list-style-type: none"> <li>Alignment matrix</li> </ul>
3.4 Align teacher preparation curriculum with National Educational Technology Standards for Teachers (NETS-T)		<ul style="list-style-type: none"> <li>NETS-T (<a href="http://www.iste.org">http://www.iste.org</a>)</li> </ul>	Fall 2008	<ul style="list-style-type: none"> <li>Alignment matrix</li> </ul>

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<b>Objective 4: Licensure candidates will develop an electronic teaching portfolio throughout their professional preparation.</b>				
Strategy	Person(s) Responsible	Resources Needed	Timeline	Indicators of Success
4.1 Select electronic portfolio platform	COE Tech Committee Council for Teacher Education Assessment Coordinator	<ul style="list-style-type: none"> <li>• Product demonstrations</li> <li>• Evaluation accounts</li> </ul>	Spring 2008	<ul style="list-style-type: none"> <li>• Platform selected and acquired</li> </ul>
4.2 Determine artifacts to be placed in electronic portfolio	Program coordinators Instructors	<ul style="list-style-type: none"> <li>• Portfolio templates</li> <li>• Program area meetings</li> </ul>	Fall 2008	<ul style="list-style-type: none"> <li>• Items identified for each program area</li> </ul>
4.3 Integrate portfolio development skills within teacher preparation courses	Program coordinators Instructors	<ul style="list-style-type: none"> <li>• Training for instructors</li> <li>• User manual for electronic portfolio software</li> </ul>	Fall 2009	<ul style="list-style-type: none"> <li>• Attendance lists from training sessions</li> <li>• Pacing guides</li> </ul>
4.4 Periodically review student portfolios for completeness and accuracy	Instructors Advisors	<ul style="list-style-type: none"> <li>• Access to student portfolios</li> <li>• Rubrics for evaluation</li> </ul>	Fall 2010 and beyond	<ul style="list-style-type: none"> <li>• Number of completed portfolios</li> </ul>

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## **Technology in Educational Research**

### *Goal:*

The College of Education will encourage, promote, and recognize research initiatives regarding the innovative use of technology in developing new models, tools and instructional strategies.

### *Current Situation:*

Faculty members are supported in their research efforts by the staff of the Instructional Technology Center and the Center for Scholarship in Education. Instructional Technology Consultants are available to assist faculty with the acquisition of research software. Working with the Center for Scholarship in Education, workshops in the use of research software applications are provided. Assistance is also available through the University's Center for Faculty Excellence.

<b>Objective 5: Faculty will use technology skills to collect, manage and analyze data within their area of expertise for professional research responsibilities.</b>				
Strategy	Person(s) Responsible	Resources Needed	Timeline	Indicators of Success
5.1 Access information from library databases, online database resources and other forms of electronic data storage	Faculty researchers Graduate assistants Center for Scholarship in Education (CSE)	<ul style="list-style-type: none"> <li>Access to electronic library resources such as Joyner Virtual Library, NC LIVE and subscription databases</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Use of electronic sources</li> </ul>
5.2 Select and use appropriate software for quantitative and/or qualitative data analysis	Faculty researchers Graduate assistants	<ul style="list-style-type: none"> <li>Quantitative analysis software (i.e. SPSS, Systat, SAS)</li> <li>Qualitative analysis software (NVivo)</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Manuscripts submitted for publication</li> </ul>
5.3 Use online survey software to develop data collection instruments	Faculty researchers Graduate Assistants CSE	<ul style="list-style-type: none"> <li>Perseus</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Number of online surveys developed and implemented by faculty researchers</li> </ul>
5.4 Recommend other software to improve/increase research activity	COE Technology Committee ITC staff CSE	<ul style="list-style-type: none"> <li>Vendor contacts</li> <li>Technology journals</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Acquisition of software as needed</li> </ul>

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## **Technology Professional Development**

### *Goal*

The College of Education will provide professional development opportunities for students, staff, faculty and administration encouraging technological proficiency, competence and confidence in the integration of technology in teaching and learning.

### *Current situation*

The Instructional Technology Center hosts a variety of professional development events throughout the academic year as well as during the summer. Activities include (but are not limited to) face-to-face workshops, individual instruction, demonstrations and webinars. Online technology professional development is available through ITCS. Requests for training can be submitted to the Technology Coordinator. Faculty are invited and encouraged to facilitate technology professional development.

The Instructional Technology Center works closely with Information Technology and Computing Services (ITCS), the Center for Faculty Excellence and Academic Outreach to extend the offerings of technology professional development and instructor support.

## Action Plan

Objective 6: The College of Education will provide training and guidance for instructors in the integration of technology in teaching and learning.				
Strategy	Person(s) Responsible	Resources Needed	Start Date	Indicators of Success
6.1 Conduct new employee orientation to instructional technology resources	ITC staff	<ul style="list-style-type: none"> <li>• Faculty participants</li> <li>• Access to classrooms and laboratories</li> <li>• facilitators</li> </ul>	Fall 2008 Spring 2009 Fall 2009 Spring 2010 Fall 2010	<ul style="list-style-type: none"> <li>• Agenda for orientation session</li> <li>• Attendee list of new employee orientation.</li> </ul>
6.2 Offer technology workshops throughout the academic year	Technology Coordinator	<ul style="list-style-type: none"> <li>• Professional development lab</li> <li>• Facilitators</li> <li>• Materials as needed</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Technology professional development offerings on ITC website</li> <li>• Attendance lists from workshops</li> </ul>
6.3 Offer online technology professional learning	Technology Coordinator Distance Education Coordinator	<ul style="list-style-type: none"> <li>• Course websites (Blackboard, Moodle, etc.)</li> <li>• Course development time</li> <li>• Media development</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Number of online modules available to faculty</li> </ul>
6.4 Provide one-on-one consultation on technology course development	ITC staff	<ul style="list-style-type: none"> <li>• Faculty Development Lab</li> <li>• Software and hardware as needed</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Consultation log of ITC</li> </ul>
6.5 Provide access to Media Development Lab	Instructional Technology Consultant	<ul style="list-style-type: none"> <li>• Up-to-date equipment</li> <li>• Software</li> <li>• Peripherals</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Log of MDL use</li> <li>• Observation</li> <li>• ITC client survey</li> </ul>

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<b>Objective 7: The College of Education will provide technology professional learning opportunities to assist in meeting the requirements for creating and facilitating distance education courses.</b>				
Strategy	Person(s) Responsible	Resources Needed	Timeline	Indicators of Success
7.1 Sponsor presentations by faculty who have been successful with online classes	COE faculty with online classes ITC staff	<ul style="list-style-type: none"> <li>• Faculty presenters</li> <li>• Venue</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Attendance list for presentations</li> </ul>
7.2 Share research articles focused on distance instruction	COE Faculty with online classes ITC staff	<ul style="list-style-type: none"> <li>• Professional journals</li> <li>• Email</li> <li>• ITC web site</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Emails</li> <li>• Web postings</li> <li>• Informal gatherings</li> </ul>
7.3 Provide professional learning activities in the design and delivery of distance education courses	ITC staff	<ul style="list-style-type: none"> <li>• Laboratories</li> <li>• Workshop designers</li> <li>• Workshop facilitators</li> <li>• Software as needed</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• List of workshop offerings posted on web site</li> <li>• Attendance list from workshops</li> <li>• Hours of training completed</li> </ul>
7.4 Continue and strengthen a community of practice for distance educators	Instructional Technology Coordinator	<ul style="list-style-type: none"> <li>• Meeting space/time</li> <li>• Web presence</li> </ul>	Spring 2008 and beyond	<ul style="list-style-type: none"> <li>• Participation in CoP</li> </ul>

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<b>Objective 8: The College of Education will continually assess the technology training needs of faculty and staff.</b>				
<b>Strategy</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Indicators of Success</b>
8.1 Conduct faculty technology needs assessment	COE Technology Committee Technology Coordinator	<ul style="list-style-type: none"> <li>• Technology needs survey</li> </ul>	Spring 2008 Spring 2009 Spring 2010	<ul style="list-style-type: none"> <li>• Completed assessment</li> <li>• Report of results</li> </ul>
8.2 Align technology staff development offerings with NETS-T, NC Professional Teaching Standards and 21 <sup>st</sup> Century skills	COE Technology Committee Task Force	<ul style="list-style-type: none"> <li>• Curriculum matrix</li> <li>• NETS-T standards</li> <li>• Alignment tool</li> </ul>	Summer 2008 Summer 2009 Summer 2010	<ul style="list-style-type: none"> <li>• Alignment matrices</li> <li>• CEU awards</li> </ul>
8.3 Encourage faculty and staff to include technology professional learning in their professional development plans	Associate Dean Department Chairs	<ul style="list-style-type: none"> <li>• Faculty development plans</li> <li>• Technology professional learning offerings</li> </ul>	Fall 2008 Fall 2009 Fall 2010	<ul style="list-style-type: none"> <li>• Completed faculty development plans</li> </ul>

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## **Development and Maintenance of Technology Infrastructure**

### *Goal*

The College of Education seeks to acquire, maintain and provide access to current technology hardware and software tools designed to support teaching, learning, research, service and administration.

### *Current Situation*

To conduct their professional activities, faculty and staff are provided with a computer workstation and network access through the Information Technology and Computer Services division of the University. In addition, the COE maintains a media development lab in which equipment is available for all faculty members and graduate assistants working under their direction. Department chairs purchase additional technology equipment based on their departments' needs and funds.

In most classrooms assigned to the College, data projection is available. Data projectors and laptops can be checked out through the Media Development Lab for use in other classrooms. Videoconferencing facilities are located in Speight, Bate, Flanagan and Joyner Library. Designated classrooms in the Wachovia Partnership East sites (Beaufort CC, Craven CC, Nash CC, and Wayne CC) are also equipped for videoconferencing.

In conjunction with ITCS, the College manages and supports a student computer lab (Speight241), a professional development lab (Speight 242) and an assistive technology lab (Rivers 128). Two mobile computer labs are available for use within the Speight building. The Departments of Math and Science Education (MSED), Business and Information Technology Education (BITE) and Library Science and Instructional Technology (LSIT) support computer labs to meet the specific needs of their departments.

*Action Plan*

<b>Objective 9: The College of Education will provide support for Internet servers to host College, Department, Institutes, Centers, and other entities of the College.</b>				
Strategy	Person(s) Responsible	Resources Needed	Timeline	Indicators of Success
9.1 Continue Service License Agreement (SLA) contracts with ITCS	Assoc. Dean COE System Administrator	<ul style="list-style-type: none"> <li>Review of SLAs</li> </ul>	ongoing	<ul style="list-style-type: none"> <li>Signed contracts on file in dean's office and with ITCS</li> </ul>
9.2 Replace COE servers as needed	COE System administrator Budget committee members	<ul style="list-style-type: none"> <li>Funds for purchase</li> </ul>	Summer 2008 and beyond	<ul style="list-style-type: none"> <li>Server replacement plan established</li> <li>Replacement schedule</li> <li>Purchase orders</li> <li>Inventory</li> </ul>
9.3 Conduct needs assessment for expansion of services, especially to support partnerships and distance instruction	Technology Committee	<ul style="list-style-type: none"> <li>Creation of needs assessment tools</li> </ul>	Spring 2008	<ul style="list-style-type: none"> <li>Acquisition of expanding hardware in response to needs</li> <li>Use of servers for tele-education</li> </ul>
9.4 Designate ITC staff member to serve as assistant system administrator	Associate Dean/ System Administrator	<ul style="list-style-type: none"> <li>Qualified ITC staff member</li> </ul>	Spring 2008	<ul style="list-style-type: none"> <li>Assignment made</li> </ul>

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<b>Objective 10: The College of Education, in conjunction with University administration, will provide each employee with an appropriate environment in which to work.</b>				
Strategy	Person(s) Responsible	Resources Needed	Timeline	Indicators of Success
10.1 Refine college-wide inventory system	System administrator Departmental tech contacts Other departmental designees	<ul style="list-style-type: none"> <li>• Training in use of database</li> </ul>	ongoing	<ul style="list-style-type: none"> <li>• Use of inventory by all departments</li> <li>• Reports on unit inventory</li> </ul>
10.2 Assist ITCS with workstation replacement activities	Lead technician Associate Dean Department chairs	<ul style="list-style-type: none"> <li>• Inventory output (from 10.1 above)</li> </ul>	Spring 2008 Spring 2009 Spring 2010	<ul style="list-style-type: none"> <li>• Reports from inventory</li> </ul>
10.3 Upgrade smart classrooms in the following order: 211, 103, 313, 312, 201 and 212.	Lead technician Associate Dean ITCS liaison	<ul style="list-style-type: none"> <li>• Funds for acquisition of smart podiums, DVD players, LCD projectors, etc.</li> </ul>	Fall 2008 – Spring 2010	<ul style="list-style-type: none"> <li>• Updated classrooms</li> <li>• ITC Web site</li> </ul>
10.4 Represent COE on university committee and advisory boards, such as IRCC (Information Resources Coordinating Council) and DEAC (Distance Education Advisory Council).	Associate Dean or designee	<ul style="list-style-type: none"> <li>• Membership in committees</li> </ul>	ongoing	<ul style="list-style-type: none"> <li>• Attendance at meetings</li> <li>• Reports to technology committee</li> </ul>

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<b>Objective 11: The College of Education, in conjunction with Information Technology and Computing Services, will provide appropriate hardware, productivity software and educational software to support the mission of the College.</b>				
Strategy	Person(s) Responsible	Resources Needed	Timeline	Indicators of Success
11.1 Update system-wide productivity software	ITC Technicians	<ul style="list-style-type: none"> <li>• Access to ITCS software server</li> </ul>	As needed	<ul style="list-style-type: none"> <li>• Number of workstations with current version of applications</li> </ul>
11.2 Identify software needed at the department/program level	Department chairs Program heads	<ul style="list-style-type: none"> <li>• Software catalogs</li> <li>• Software request form</li> <li>• Funds for purchases</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Faculty/staff inquiries</li> <li>• Purchase orders</li> </ul>
11.3 Explore new software programs and recommend those that support COE goals	ITC staff COE Technology Committee COE faculty and staff	<ul style="list-style-type: none"> <li>• Software journals, web sites and listservs</li> <li>• Vendor information</li> <li>• Funds for purchases</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Request for software</li> <li>• Licensing records</li> <li>• Purchase orders</li> </ul>
11.4 Develop procedure to request technology purchases for COE at large	COE Technology Committee/Associate Dean	<ul style="list-style-type: none"> <li>• Committee meeting time</li> </ul>	Fall 2008	<ul style="list-style-type: none"> <li>• Procedure developed and implemented</li> </ul>

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Objective 12: <b>The College of Education will increase the technology infrastructure to support off-campus programs.</b>				
Strategy	Person(s) Responsible	Resources Needed	Timeline	Indicators of Success
12 .1 Support tele-education network	Lead technician	<ul style="list-style-type: none"> <li>• Transportation to remote sites</li> <li>• Hardware/software as needed</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Usage log for tele-ed activities</li> <li>• Videoconferencing requests</li> </ul>
12.2 Develop a policy for use of COE equipment off campus	COE Technology Committee	<ul style="list-style-type: none"> <li>• Committee meeting time</li> </ul>	Fall 2008	<ul style="list-style-type: none"> <li>• Policy and procedures documented</li> </ul>

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Objective 13: <b>Students will be encouraged to acquire their own personal computing devices.</b>				
Strategy	Person(s) Responsible	Resources Needed	Timeline	Indicators of Success
13.1 Recommend acquisition of a computer for certain program areas	Department Heads	<ul style="list-style-type: none"> <li>• Computer specifications</li> </ul>	ongoing	<ul style="list-style-type: none"> <li>• Number of students acquiring computers</li> </ul>
13.2 Require acquisition of a computer for certain program areas	Department heads/program chairs	<ul style="list-style-type: none"> <li>• Computer specification</li> </ul>	ongoing	<ul style="list-style-type: none"> <li>• Number of students acquiring computers</li> </ul>
13.3 Advise students on appropriate purchase/lease options	Department heads Student book store	<ul style="list-style-type: none"> <li>• web site</li> <li>• consultation with ITC staff</li> </ul>	ongoing	<ul style="list-style-type: none"> <li>• Number of student inquiries</li> </ul>

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## **User Support**

### *Goal*

Through its Instructional Technology Center, the College of Education will provide technical assistance and instructional technology consulting services to support the use of technology in teacher education and other professional educator programs.

### Current Situation:

The College of Education supports the services of the Instructional Technology Center through the Office of the Dean. The ITC provides user support for faculty, staff and students. Currently there are seven full-time members of the ITC staff and one part-time member. The ITC operates the student computer lab (SP 241), the professional development lab (SP 242) and the media development lab (SP 239). Computers and other multimedia equipment are available for checkout through the ITC User Request Form. Faculty and staff enter requests for technical assistance through this form as well.

To complement the services of the ITC, the college works closely with Information Technology and Computing Services (ITCS) and Academic Outreach to provide training and technical support for users.

Objective 14: The Instructional Technology Center will provide technical support for faculty and staff.				
Strategy	Person(s) Responsible	Resources Needed	Timeline	Indicators of Success
14.1 Provide users with troubleshooting guides for common problems	ITC staff	<ul style="list-style-type: none"> <li>• Desktop publishing software</li> <li>• Web page publishing software</li> <li>• Sever space</li> </ul>	Fall 2008 – Spring 2009	<ul style="list-style-type: none"> <li>• Reduction in trouble calls</li> <li>• Number of “hits” to troubleshooting web page</li> </ul>
14.2 Add additional technician position	Associate Dean	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Candidate pool</li> </ul>	Spring 2008	<ul style="list-style-type: none"> <li>• Position posted and filled</li> </ul>
14.3 Provide thorough competency-based training for lab assistants	ITC staff COE lab managers	<ul style="list-style-type: none"> <li>• training materials (face-to-face and online)</li> <li>• competency checksheet</li> </ul>	Beginning of each semester	<ul style="list-style-type: none"> <li>• Accurate documentation by lab assistants</li> <li>• User comments</li> <li>• Observation</li> </ul>
14.4 Compile and publish a list of resources available from the College and the University	ITC staff	<ul style="list-style-type: none"> <li>• Communication with various departments</li> </ul>	Beginning of each semester	<ul style="list-style-type: none"> <li>• Publication Web page</li> </ul>
14.5 Publish quarterly electronic newsletter	ITC staff	<ul style="list-style-type: none"> <li>• Software</li> <li>• Article contributions for faculty and staff</li> </ul>	To begin August 2008	<ul style="list-style-type: none"> <li>• Archive of past publications</li> </ul>

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<b>Objective 15: The Instructional Technology Center staff will continually assess and improve the level of service provided to users.</b>				
Strategy	Person(s) Responsible	Resources Needed	Timeline	Indicators of Success
15.1 Administer customer service survey at end of academic year	Technology Coordinator	<ul style="list-style-type: none"> <li>• Survey Instrument</li> </ul>	Spring 2008	<ul style="list-style-type: none"> <li>• Number of respondents to survey</li> <li>• Findings report from survey results</li> </ul>
15.2 Gather participant evaluation data after all training sessions	Workshop facilitator(s) Technology Coordinator	<ul style="list-style-type: none"> <li>• Survey instrument</li> </ul>	Fall 2008	<ul style="list-style-type: none"> <li>• Results from participant surveys</li> </ul>

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Objective 16: <b>The College of Education will develop and strengthen partnerships that support technology initiatives that promote the development of professional educators.</b>				
Strategy	Person(s) Responsible	Resources Needed	Timeline	Indicators of Success
16.1 Represent the COE on University boards and groups.	Associate Dean or designee	<ul style="list-style-type: none"> <li>Distance Education Advisory Council</li> <li>Institutional Resources Coordinating Council</li> <li>Other committees as needed</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Attendance at meeting</li> <li>Minutes of meetings</li> </ul>
16.2 Collaborate with other schools and colleges to leverage hardware, software and professional development activities.	Associate Dean ITC staff	<ul style="list-style-type: none"> <li>To be determined by activities</li> <li>Identify liaisons in other colleges/schools</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Completed professional development activities</li> <li>Correspondence with other schools and colleges</li> <li>Invitations to collaborate on technology projects</li> </ul>

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## COE Technology Plan at a Glance

<b>Graduates of COE programs will have the technological knowledge and skills needed to reform educational practice to exemplify 21<sup>st</sup> Century skills; Faculty and staff will promote the attainment of academic and scholarly excellence through a variety of technology initiatives designed to develop active and life-long learners.</b>	
Objective 1	Candidates for licensure will acquire and practice 21 <sup>st</sup> century technology skills during their professional preparation.
Objective 2	Faculty members will model best practices of technology integration in their instruction.
Objective 3	Teacher-education candidates will produce technology-rich instructional products throughout their academic preparation.
Objective 4	Licensure candidates will develop an electronic teaching portfolio throughout their professional preparation.
<b>The COE will encourage, promote, and recognize initiatives regarding the innovative use of technology in developing new models, tools and instructional strategies.</b>	
Objective 5	Faculty will use technology skills to collect, manage and analyze data within their area of expertise for professional research.
<b>The COE will provide professional development opportunities for students, staff, faculty and administration encouraging technological proficiency, competence and confidence in the integration of technology.</b>	
Objective 6	The COE will provide training and guidance for instructors in the integration of technology in teaching and learning.
Objective 7	The COE will provide technology professional learning opportunities to assist in meeting the requirements for creating and facilitating distance education courses.
Objective 8	The COE will continually assess the technology training needs of faculty and staff.
<b>The COE seeks to acquire, maintain and provide access to current technology hardware and software tools designed to support teaching, learning, research, service and administration.</b>	
Objective 9	The COE will provide support for Internet servers to host initiatives of the College, departments, institutes, centers and other entities of the College.
Objective 10	The COE, in conjunction with University administration, will provide each employee with an appropriate environment in which to work.
Objective 11	The COE, in conjunction with ITCS, will provide appropriate hardware, productivity software and educational software to support the mission of the College.
Objective 12	The COE will increase the technology infrastructure to support off-campus programs.
Objective 13	Students will be encouraged to acquire their own personal computing devices.
<b>Through its ITC, the COE will provide technical support and instructional technology consulting services to support the use of technology in teacher education and other professional educator programs.</b>	
Objective 14	The ITC will provide technical support for faculty and staff.
Objective 15	The ITC staff will continually assess and improve the level of service provided to users.
Objective 16	The COE will develop and strengthen partnerships that support technology initiatives promoting the development of professional educators.

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