

**TECHNOLOGY PLAN  
2001**

**COLLEGE OF EDUCATION AND HUMAN  
SERVICES**

**WRIGHT STATE UNIVERSITY**

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# College of Education and Human Services Technology Plan 2001

## I. Shared Vision

*Proactive leadership and administrative support from the entire system<sup>1</sup>.*

### A. The mission of the College is to prepare professionals to meet the educational and human services needs of a diverse, democratic society.

We believe that an empowering technological environment will assist faculty, staff, and students in the completion of this mission. Technology possesses the potential to enhance teaching, learning and administrative functions. Technology can allow one to access more information faster and more efficiently. Technology can fundamentally change the ways people communicate and collaborate. It also permits more options for teaching and learning.

The compelling needs of our current and future students will be to obtain knowledge when needed or desired; to discover and use more varied communication and collaborative methods; and, to assess and reinvent efficient means of using current and future technology appropriately. All learning environments must promote the active construction of knowledge by providing administrators, teachers and students with the ability to use technology effectively. Technology must not, however, dictate teaching and learning options; it must enhance those options. Technology may threaten what society deems important and sacred. Educators must develop a voice that will help solve these problems and minimize these threats. Approaches to teaching, learning, and educational leadership will change as technology evolves. We are committed to using technology with skill and wisdom.

The U.S. Department of Education has pledged to meet the following goals:

- all students will have access to information technology in their classrooms, schools, communities, and homes,
- all teachers will use technology effectively to help students achieve high academic skills,
- all students will have technology and information literacy skills,
- research and evaluation will improve the next generation of technology applications for teaching and learning, and
- digital content and networked applications will transform teaching and learning.<sup>2</sup>

The College of Education and Human Services will implement this college technology plan over the next five years (1997-2002) with annual reviews done by the College Technology Committee. The goal is full implementation by the end of the 2003 Wright State University Strategic Plan and during the College's Strategic Plan timeline.

Established priorities will be based upon the College's strategic plan. Priorities include: linking to the university systems, information/data sharing, architecture standards, and internal communication needs.

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<sup>1</sup> International Society for Technology in Education (ISTE) Essential Conditions

<sup>2</sup> U.S. Department of Education Office of Educational Technology. (2000). *E-learning*. Washington, DC. U.S. Department of Education. [www.ed.gov/Technology/elearning/index.html](http://www.ed.gov/Technology/elearning/index.html)

In planning for and using technology, it is expected that administrators, faculty and staff will recognize that technology takes time and effort to learn and integrate into instruction and the workplace.

It is expected that students in general education and content major classes will encounter faculty modeling the appropriate use of technology.

## **B. The College Technology Plan reflects and reinforces the conceptual model developed and adopted by the college.**

Strand 4 of the CEHS Conceptual Framework states that “Teacher candidates and candidates for professional school roles apply appropriate technology to add value to the learning process”. The technology strand represents the unit’s commitment to assuring professional educators and candidates are knowledgeable and able to make thoughtful, appropriate applications of technology to add value to the learning process, to determine the essential conditions for effective use, and to understand its powerful role in shaping individual lives and society.

Technology interweaves with the other five strands in the conceptual framework to develop the art and science of teaching/leadership/counseling. Technology is an important component in making appropriate content and pedagogy decisions related to appropriate assignments and activities, research requirements, and information literacy requirements. Technology can support the application of emotional intelligence to enhance student learning for diverse populations through innovative options for instruction and assessment. Technology can also support professionalism by facilitating productivity, planning, and administrative functions.

## **II. Access**

*Educators have access to current technologies, software, and telecommunications.*

### **A. All full-time faculty and staff will have access to basic technologies.<sup>3</sup>**

These technologies include:

1. a desktop workstation possessing at least the university minimum standard configuration and consisting of a desktop computer and printer that is networked (i.e. local-area, university-wide, and Internet).
2. access to a copy machine, advanced telephone system with voice mail, access to fax machines and devices for scanning documents and digitizing images
3. access to contemporary data acquisition, storage and viewing devices as well as associated hardware and software for using this equipment

A number of basic technologies have unambiguous usefulness for research, teaching, service, and administration. Easy access to these technologies can improve the quality and efficiency of the College workplace.

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<sup>3</sup> [www.cats.wright.edu](http://www.cats.wright.edu)

**B. All learning environments will be equipped with, or have access to, contemporary instructional hardware.**

These technologies include:

1. traditional media such as overhead projectors, audio CD players, VCRs and monitors
2. computer workstations (wireless or networked)
3. Internet access
4. hardware for projection from computer/video output
5. appropriate lighting and audio systems
6. distance learning systems and infrastructure that matches industry standards and is compatible with the Lake Campus.

All learning environments should promote the active construction of knowledge by providing teachers and students with the ability to use a range of effective learning technologies. Technology per se should not drive instruction, but appropriate technologies should be available for use in enriching the instructional process. Distance learning offers an efficient, alternative mode of academic instruction that will conserve resources, facilitate resource sharing, expand the curriculum, generate revenue, and enhance enrollments by reaching out to a population of learners that are otherwise prohibited from enrollment at Wright State University because of distance or time constraints.

**C. Faculty, staff and students will have access to portable technologies that will be used off-campus or in non-traditional environments in fulfilling faculty missions of teaching, research and service, staff missions of administration and service, and student missions of learning.**

These technologies include:

1. laptop computers, including hardware for network connectivity (e.g. modem or local area network card and/or wireless capabilities)
2. projection capabilities for presentations
3. still and video digital cameras and associated equipment
4. Internet access

The service mission of the College requires that we bring our knowledge to schools, human service agencies, and other entities throughout the region. Working at off-campus locations is increasingly required for a variety of instructional and research purposes. Student enhanced learning is anticipated at field and clinical sites as a result of exposure to and use of technology.

**D. Faculty, staff and students will have access to a range of basic software programs.**

These software include the following:

1. operating system software
2. word processing software
3. database software
4. spreadsheet software
5. presentation software

6. graphics and audio software
7. digitizing software
8. network software
9. multimedia, hypermedia, and authoring software
10. statistical analysis software

Hardware is essentially useless if appropriate software and other forms of prepared media are unavailable.

**E. Faculty and students will have access to profession-specific advanced technologies.**

These technologies include the following:

1. file server and network/wireless software for instructional use
2. scoring and interpretation software for psychometric measures
3. imaging and digitizing technology
4. laser and fiber optics communications equipment
5. motion analysis systems
6. video conferencing systems
7. optical character recognition (OCR) and image scanning software
8. distributed learning systems
9. color printers
10. school models of technology

Technology in most professions continues to undergo rapid technological change. College of Education and Human Service graduates should be exposed to the most advanced technology specific to their profession. Professional studies should include concepts and skills that prepare students to use technology wisely.

**F. The College will incorporate guidelines provided by the University Technological Accessibility Committee to assure that students, faculty and staff with disabilities have reasonable access to technical equipment.<sup>4</sup>**

The College will develop and support an adaptive lab that will house various computer platforms, adaptive and augmentative devices, and peripherals. The College will work collaboratively with the Office of Disability Services to select, support and utilize these resources. It is expected that programs in Rehabilitation, Special Education and Workforce Education will be prime users of this facility.

WSU serves a wide variety of students, some needing technology augmentation devices and enjoys a national reputation for being an accessible campus. Access to such services ensures that all students can strive toward their potential. The University and the College attempt to model appropriate policies and services for all faculty, staff and students.

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<sup>4</sup> [www.wright.edu/web/access](http://www.wright.edu/web/access)

**G. Exemplary library, curricular and electronic information resources will be available.<sup>5 6</sup>**

The Paul Laurence Library reference department designates a College Liaison who locates resources and develops units of instruction and is available to assist and support College faculty and students.

**H. Campus facilities and College partner schools have exemplary facilities to support technology infusion into instruction.<sup>7</sup>**

During July 2000, the College of Education and Human Services moved into a new facility. The renovation of Allyn Hall took 18 months and was the result of student, faculty, and staff involvement in the planning and design of the facility. A video kiosk on the first floor hallway displays important College dates, information, and office locations or programs including administration, faculty, and staff.

The entire first floor features the Educational Resource Center (ERC) which includes an updated, current instructional materials collection, a student reading area, a media production lab, a workroom and student worker lounge, office for ERC staff, a test file room, and equipment storage area, a conference room, and a professional reading area for faculty. A central research area provides student and faculty Internet access, access to OhioLink and the Dunbar Library, and the Student Information System (SIS). The media production lab also features the Student Technical Assistance Center (STAC) Skilled educators and staff

The second floor houses seven classrooms, a distance learning classroom, and two computer labs. All classrooms have tables and chairs, carpeting, clocks, pencil sharpeners, and Internet access. Six of the seven classrooms are electronic classrooms that have a podium containing both a Mac and a PC computer, a campus telephone, a ceiling-mounted projection unit, an automatic screen, and ceiling speakers. The single traditional classroom has a permanent TV monitor and VCR on a cart, an overhead projection, and a wall-mounted screen. One of the electronic classrooms has a tile floor and a countertop with two sinks. Science, math and art methods classes are scheduled in this classroom.

The distance learning classroom is equipped similarly to the other electronic classrooms with the addition of a second ceiling-mounted projection unit, acoustical wall treatment, cameras, and microphones. The university uses H.323 protocol (IP) for access. The two networked computer labs each contain 25 new Mac computers, printers, scanners, and other peripherals. One lab is primarily scheduled for instruction and is maintained by the College. The other computer lab is maintained by Computer and Telecommunications Services (CaTS) and is a 24/7 open lab but can be scheduled for instruction when needed. A software storage room containing several hundred pieces of standalone P-12 software is accessible from both labs. The College's technical support staff is housed next to the

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<sup>5</sup> "Faculty and candidates have access to exemplary library, curricular, and electronic information resources that not only serve the unit, but also a broader constituency", NCATE Standard 6 Unit Governance and Resources: Unit Resources including Technology.

<sup>6</sup> [www.libraries.wright.edu](http://www.libraries.wright.edu)

<sup>7</sup> "The unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes", NCATE Standard 6 Unit Governance and Resources: Unit Facilities.

labs. College servers, equipment, and software share space with workers whose tasks are equipment and network repair, maintenance and storage, Web support, and new equipment preparation.

The third floor houses the Offices of Student Services, Graduate Studies, Professional Field Experiences, and the Department of Teacher Education. Faculty and staff of these areas are in new offices complete with new furniture, Internet access, and new telephones. There is a room on the floor that provides access to a new copy machine, mailboxes, refrigerator, sink and a water cooler. Full-time and part-time faculty and staff have access to this room. There is an electronic classroom on this floor next to a seminar room and a conference room. Two-way mirrors in each of these three rooms permit observations and clinical study when necessary. The three rooms also have audio capability so that voices as well as images can be heard and seen.

The fourth floor houses the Department of Educational Leadership, the Division of Professional Practice and Research, and the Office of the Dean. There are two electronic classrooms on this floor. Faculty and staff of these areas are also in new offices. The main College reception area and a conference room are in the middle of the fourth floor coupled with a mail/copy/coffee room. This complex provides space for small receptions and gatherings in the College.

All three conference rooms in the building are Internet accessible and will contain video conferencing equipment again using the H.323 protocol. Wireless hubs placed in the ceilings permit the use of wireless technology throughout the building. All of the hallways and computer labs contain ceiling-mounted security cameras and courtesy telephones are on first, third, and fourth floor hallways.

The Department of Health, Physical Education and Recreation located in the Nutter Center and the Department of Human Services located in the Creative Arts building all have traditional classrooms with TV monitors and VCRs on carts, overhead projectors and wall-mounted screens. Specialized equipment for each of these departments is also available. The College expects to up-grade these facilities in the near future.

All full-time faculty and staff in the College have Macintosh desktop computers and have Internet accounts and access to a large array of software: *Microsoft Office*, *FileMaker Pro*, and other Microsoft products. Graduate assistants, student workers, and part-time faculty and staff have appropriate equipment and software on their desktops.

### **III. Skilled educators and staff**

*Educators are skilled in the use of technology for learning.*

#### **A. Faculty will infuse technology into their teaching pedagogy and employ a wide range of technological tools and software as part of their instructional repertoire.<sup>8</sup>**

All students are expected to avail themselves of technology resources. Towards this end, the College of Education and Human Services actively solicits faculty and student input regarding continued development of technology initiatives that have the potential to enhance teaching and learning processes.

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<sup>8</sup> [www.wright.edu/ctl](http://www.wright.edu/ctl)

**B. Systems will be developed and maintained that will facilitate administrative work.**

CEHS staff advisors and other support staff have developed and maintained systems which facilitate the administrative work associated with a student's admission, program activity and completion. Data bases that track student progress and automate routine clerical activity are in place and continue to evolve over time.

Beginning Fall 2001, the College will implement a Degree Audit system for undergraduate degree programs via a secure web site. Students, staff and faculty will be able to query a student's program and receive information regarding completion requirements and other audit functions. Selected graduate programs will be implemented in 2002. Full College implementation is expected by 2003.

Beginning in Fall 2001, the College will be able to access a university-based data base of student data that can be queried and brought to the user's desktop for further use. This Academic Desktop Services initiative will enable qualified users to engage in "data mining" activities via a secure, web-based environment. Regular routine reports will be available to run at any time, anywhere, permitting the data to be exported to spreadsheets, word processing, emails, and as PDF documents.

**C. Professional education faculty will incorporate appropriate performance assessments, diversity and technology into their teaching.<sup>9</sup>**

Coursework, field experiences, clinical practices and assessment strategies will reflect the College's conceptual framework.

**D. Assessment will be appropriate for learning outcomes, students and best practices.<sup>10</sup>**

The term "best practices" is sometimes used to indicate appropriate and exemplary practices. There is no single "best practice". There are many exemplary practices that technology can help create and access.

**III. Professional development**

*Educators have consistent access to professional development in support of technology use in teaching and learning.*

**A. Faculty, staff and students will be provided with adequate opportunities and environments to gain or update new technology skills and knowledge.<sup>11</sup>**

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<sup>9</sup> "Teaching by the professional education faculty reflects the unit's conceptual framework(s), incorporates appropriate performance assessments, and integrates diversity and technology throughout coursework, field experiences, and clinical practices". NCATE Standard 5 Faculty Qualifications, Performance, and Development: Modeling Best Professional Practices in Teaching

<sup>10</sup> "Faculty understand assessment technology, use multiple forms of assessments in determining their effectiveness, and use the data to improve their practice", NCATE Standard 5 Faculty Qualifications, Performance, and Development: Modeling Best Professional Practices in Teaching

<sup>11</sup> [www.cats.wright.edu/catsweb/cs/train](http://www.cats.wright.edu/catsweb/cs/train) and [www.libraries.wright.edu/libnet/dl](http://www.libraries.wright.edu/libnet/dl)

Opportunities will be specified at the department or unit level, and will include:

1. instructional classes and workshops for students that will provide basic skills in computer use, word processing, multimedia, distributed learning, and electronic mail
2. release time, re-assigned work loads and/or the provision of summer salary to compensate faculty and staff for their efforts to enhance technology-related skills
3. continued and growing support for the Educational Resource Center (ERC) and the Student Technical Assistance Center (STAC) which provides an environment in which students, faculty, and staff enhance and expand opportunities for learning and teaching by accessing an ever-increasing and changing array of resources, information, and knowledge

As a result of rapid advances and changes in technology, frequent continuing education opportunities are needed if the College is to maintain a leadership role in the educational and human service community. The ERC assists students, faculty, and staff by facilitating educational innovation and promoting the dissemination of technology-based instruction and learning throughout the College and partnership sites. Stress is placed upon providing student access to informational resources, enabling collaborative and self-directed learner-centered activities, fostering efforts to broaden the potential of distributed learning, and facilitating effective teaching approaches for those with disabilities.

**B. The College will continue to pursue incentives for faculty in terms of release time for professional development, new course development, and recognition for experimental teaching at times of tenure and merit review.<sup>12</sup>**

The College will work with the University toward recognition that electronic media such as CD-ROMs, videos, computer programs, etc. crafted by faculty to provide extensive student use of computers and other technology are scholarly products that can be the equivalent of peer-reviewed articles for annual merit and promotion and tenure decisions providing such projects have been subjected to appropriate peer review.

**C. The College will compensate faculty to develop and deliver online courses.<sup>13</sup>**

Developing and delivering online courses takes time and effort. There is a learning curve for faculty unfamiliar with this mode of instruction. The University provides training and support for use of WebCT and the Dunbar Library provides additional online support for distance classes, learners, and faculty.

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<sup>12</sup> [www.wright.edu/admin/aaup/aaup.html](http://www.wright.edu/admin/aaup/aaup.html)

<sup>13</sup> “Formal policies and procedures have been established to include on-line course delivery in determining faculty load”, NCATE Standard 6 Unit Governance and Resources; Personnel

#### **IV. Technical Assistance**

*Educators have technical assistance in maintaining and using the technology.*

##### **A. The College will provide trained support personnel on site and systems will be implemented to assure a prompt response when failure of hardware or software interrupts the work of faculty, staff or students.**

The College employs two full-time technical support personnel in addition to 40 hours a week support by student workers. The technical support office is located on the second floor of Allyn Hall close to most College classrooms and two computer labs.

One of the full-time technical support persons spends one day a week each at the Health, Physical Education and Recreation department (Nutter Center) and the Human Services department (Creative Arts Center).

Increased use of advanced technology throughout the College necessitates an increased amount of support to install, maintain, repair, and provide assistance with such technology. The 1996 WSU Information Technology Planning Committee recommended an educational resources support team for every 60 faculty members. The team would consist of a technical support specialist and an instructional development specialist. They would provide leadership in the research, purchase, configuration, network administration, and continuing maintenance of technology utilized for instructional purposes. They would also consult with and train faculty to use technology to achieve specific course objectives.

##### **B. Support personnel will install, maintain, repair and provide technical support for the technology used by the College.**

The College's webmaster is the link into the University web site. The College will maintain its own server that will provide space for faculty, program, department, and main college homepages. Each department, division, office area is responsible for maintaining current and accurate information on their web site. Access and ability to change web information will be located in each area. Out of date information can be removed from the web by the webmaster. Each department, division, office will assign one person to be responsible for the webpage(s).

#### **V. Content Standards and Curriculum Resources**

*Educators are knowledgeable in their subject matter and current in the content standards and teaching methodologies in their disciplines.*

##### **A. Standards and curriculum must match the dynamic nature of current technology.**

Adherence to standards and the appropriate use of evolving technology resources creates a dynamic tension within the teaching-learning interchange. When technology is mixed with teaching and learning, these dynamics create a potentially different experience. To creatively measure student artifacts, faculty and students must be permitted to express their adherence to those standards in original and innovative ways.

All faculty and students are expected to document instances where deviation from traditional standards occurs.

**B. All teacher and human service provider candidates acquire competencies in basic computer/technology operations, in personal and professional uses of technology, and in the application of technology for instruction.**

Benchmark indicators have been developed for teacher and human service candidates based on NCATE/ISTE, CACREP, and CORE standards.

**C. All candidates should be aware of the specific outcomes for the knowledge, skills, and dispositions acquired in their programs of study that are essential for successful performance in a technology-enriched P-12 classroom or human service agency.**

Expanded clinical experiences and strong links between the College and the Colleges of Science and Mathematics and Liberal Arts will promote awareness of ‘best practice’.

NCATE standards call for successful examples of P-12 students’ performance assessments that have been impacted by teacher education students’ presence in their classroom.

**D. Using appropriate technologies, undergraduate and graduate students will be able to develop and deliver content to their P-12 students and faculties in clear and compelling ways.<sup>14</sup>**

Teacher education candidates need to see examples of “best practice” both in their campus classrooms and in their field experiences. In turn, they should be able to model these strategies for their learners, P-12 students and educators.

**E. Improved student learning in P-12 schools is a central focus.<sup>15 16</sup>**

One clear message that has emerged from educational research is that high-quality teachers make a difference in student learning.

## **VI. Student-Centered Teaching**

*Teaching in all settings encompasses student-centered approaches to learning.*

**A. Learning experiences will be student-centered in and out of the formal classroom.**

We recognize that the primary measure of teaching-learning excellence is conducted by review of the students’ knowledge, skill, and attitudinal artifacts both during formal

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<sup>14</sup> “Teacher candidates...present the content to students in challenging, clear, and compelling ways and integrate technology appropriately”, NCATE Standard I Candidate Knowledge, Skills, and Dispositions: Pedagogical Content Knowledge for Teacher Candidates

<sup>15</sup> “Candidates...collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning”, NCATE Standard I Candidate Knowledge, Skills, and Dispositions: Professional Knowledge and Skills for Other School Personnel

<sup>16</sup> Ohio Department of Education, BEST, and the National Commission on Teaching & America’s Future (2000). Ohio’s Vision for 2006: A Caring, Competent, Qualified Teacher in Every Classroom.

traditional classes and outside class. The College of Education and Human Services has a responsibility to document how teaching and learning are different because of technology. Outside the classroom student-learning methodologies will be supported by the Student Technology Assistance Center (STAC) located on the ground floor of Allyn Hall within the Educational Resource Center, media production lab.

**B. Technology needs to be readily accessible for prospective teachers and human services providers.**

Prospective teachers and human service providers need to learn to use technology in ways that are directly related to both teaching and learning situations. The key is for instructors to model appropriate technology use and for prospective professionals to have frequent opportunities to practice using technologies as teaching and learning tools.

**VII. Assessment**

*There is continuous assessment of the effectiveness of technology for learning.*

**A. The College Technology Committee is charged with the oversight of the long-range technology plan and to review and revise the plan on an annual basis with final approval provided by the entire College.**

The College will appoint a Technology Committee representative of College constituents that will meet on a regular basis during each academic year.

The College Technology Committee will annually review this plan for the College that will be communicated and approved by the entire College faculty and staff. The following questions will be examined:

1. Were goals established and met?
2. Was the plan fully implemented?
3. Is the hardware and software being used?
4. What has been the faculty, student, staff response?
5. Has an implementation timeline been followed?
6. Have the new technologies been accepted?
7. What are new areas that need to be added?
8. What areas need to be modified?

**B. An annual evaluation will be conducted to determine the quality and effectiveness of the technology infrastructure, support, services, and impact on teaching.**

Changes in how faculty and students assess themselves and each other are vital to the integration of technology into education and human service preparation programs.

Using technology effectively can help faculty restructure their classrooms and move from a teacher-centered lecture approach to a more learner-centered inquiry approach. When technology is used extensively in the learning process, the faculty member begins to expect more of students, presents more complex materials, and assumes a greater role as learning coach.

Faculty and students develop technology skills, pedagogical attitudes, and behaviors at different rates, and not all choose to change their attitudes and behaviors beyond using the technology to strengthen and enrich traditional curriculum and instructional methods.

Studies have shown that integration of technology into the curriculum and available in learning spaces often naturally leads to greater student collaboration, fusion of subject areas, and autonomous learning, as well as inquiry, critical thinking, and problem-solving skills. Therefore greater emphasis in assessment should be placed on problem-solving, critical thinking, inquiry, communication, collaboration, and the integration of traditional content and professional areas.

### **C. Assessment data is monitored and disseminated to constituents.<sup>17</sup>**

Higher education, particularly teacher education, has been under recent close public scrutiny and professional standards have helped define expectations. It is critical that the College collects data, shares findings, recognizes achievements, and celebrates progress.

Various technology tools can be used to monitor and disseminate this information:

- Online tests and surveys can help gather data
- Spreadsheets and data bases can help organize and synthesize data
- Statistical tools can determine meaningful patterns
- Collaboration tools like WebBoard can encourage feedback
- Email, web sites and video conferencing can help send the message to various audiences

### **D. Assessment data is collected, evaluated, and reported using various technologies.<sup>18</sup>**

The College has a variety of data to collect, evaluate, and report. The Higher Education Report Card, PRAXIS information, annual AACTE/NCATE data, and data required by the Ohio Board of Regents (HEI reports) are only a few of the reports required of the College. Technology is vital to timely and efficient completion of these reports.

## **VIII. Community Support**

*The community and school partners provide expertise, support, and resources.*

### **A. The technical infrastructure must not only accommodate uses on campus but also allow distance learning connections with P-12 schools and teacher education programs in other colleges and universities.**

Technology supports communication allowing University, College and P-12 personnel to discuss education issues via email, listservs, or online chats. Telecommunications also supports dialogue between collegiate and P-12 students.

### **B. The College will continue to pursue linkages to P-12 schools, human service agencies, and to other sectors of the university or community where students receive portions of their training.**

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<sup>17</sup> “The unit continuously examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards”, NCATE Standard 2. Assessment System and Unit Evaluation: Assessment System

<sup>18</sup> “The unit is developing and testing different information technologies to improve its assessment system”, NCATE Standard 2 Assessment System and Unit Evaluation: Data Collection, Analysis, and Evaluation

The College will identify sites with technological resources available to enable incoming teachers to observe and use technology-infused education. As current collegiate coursework incorporates instructional design into content, credential candidates can use these new skills in practical settings. Veteran teachers can in turn try new technologies for immediate academic impact.

The College's Partner Schools have designated a technology contact individual or team of individuals. The College will bring these Technology Partners together during the academic year to review the College's preparation of educators, Partner School sites' technology issues and concerns, and to nurture the partnership linkage.

Clinical and adjunct faculty from P-12 settings provide insights and professional practice examples for both collegiate faculty and students.

**C. The College will involve CEHS students in school-based activities.**<sup>19</sup>

The College will pursue opportunities to involve candidates in school-related service learning activities. P-12 programs benefit from 1) exposure to the newest educational technology and theories to optimize student learning and 2) increased focus on program goals. As College faculty and students reflect on their experiences, they hopefully will be able to generalize their insights to a higher level of understanding.

**D. The College will serve as an information technology resource beyond the campus setting.**<sup>20</sup>

Teacher education candidates will 1) enrich field and placement sites through the use of their knowledge and skill of technology and 2) strengthen the technology infrastructure of the schools and institutions hiring our students.

It is imperative that the lay and professional communities support CEHS programs. In a direct way, community support will be sought especially during internships and practice teaching experiences. More than this, however, communities must recognize that students and faculty enrich the communities in the State of Ohio and the greater Miami Valley region.

## **IX. Support Policies**

*School and university policies, financing, and reward structures are in place to support technology in learning.*

**A. Hardware and software used for teaching, research, service and college support staff will be updated on a regular basis.**

Updating will be more frequent in program areas where state-of-the-art technology is critical to effectiveness. A three-year cycle will be implemented with one-third of the basic equipment replaced and/or upgraded.

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<sup>19</sup> "Candidates...are involved in a variety of school-based activities directed at the improvement of teaching and learning, including the use of information technology", NCATE Standard 3 Field Experiences and Clinical Practice: Design, Implementation and Evaluation of Field Experiences and Clinical Practices

<sup>20</sup> "The unit serves as an information technology resource in education beyond the education programs – to the institution, community, and other institutions", NCATE Standard 6 Unit Governance and Resources: Unit Resources including Technology

As new technology is developed and existing technologies are being improved at a rapid pace, even dominant technologies can become obsolete in as little as six months.

The College will develop a line item in the annual budget that will satisfy new technological needs as well as the maintenance, repair and replacement of existing technology. In addition, outside resources should be solicited to meet emerging technological needs.

Priority one is that classrooms are "smart" classrooms enabling both students and faculty to make use of current and emerging technology. Students and faculty should be able to plug into campus networks, project their work, and have access to developmental or creation stations. Portable and wireless equipment is the next level of priority after desktop capabilities are sufficient. Support staff should have compatible equipment, software and be trained in the use of an intranet system that would allow for file sharing, common access to important data and information, and continued access to training on new products.

## **B. Official and unofficial homepages are determined by the University,**

College and department web pages will be considered official University pages. Students who want to post unofficial personal homepages will use the servers provided by the University and will complete a request for site form. Faculty and staff may post personal homepages on the College's server, and these will be considered unofficial homepages.

All official homepages must have a link to University copyright information and all unofficial homepages must contain a common University disclaimer. The University webmaster will provide details concerning specific information that should or should not be included on homepages. Users of university information technology resources must comply with Wright Way policies.

## **C. The College will provide security to prevent the loss of, and ensure uninterrupted access to all technologies.**

Technologies should include reliable, effective protection against the following:

1. physical theft of equipment
2. damage to equipment by electrical surges
3. infection by computer viruses
4. intentional or unintentional erasure or corruption of data

Given the high costs associated with the purchase and maintenance of many technologies as well as the necessity of maintaining continuous operational usage, ensuring the security of technology is critically important.

## **D. All Departments and units of the College will share in the funding and distribution of technology resources.**

Decisions about allocation of resources will be made in an objective, fair, inclusive, and equitable manner. Requests will be negotiated and decisions will be made in dialogue with program and department heads, the College Technology Committee, the Associate Dean, the Dean of the College, and other designated decision-makers. This process will provide optimal use of technological resources with the College.

We live in a world of limited resources. Therefore decisions continually must be made about how to allocate finite resources. Written College policies regarding the distribution of resources will help to ensure the fair and equitable distribution of resources. Whenever feasible, faculty and staff must also seek external support for training and equipment as well as grants, donations, foundation dollars as there will never be enough internal funding to do it all.

**E. The College will actively pursue resources and funding to support technology usage.<sup>21</sup>**

Regarding replacements of faculty and staff computer equipment, the following sequence will be followed as closely as possible:

- Faculty replacements done in the Winter and Spring quarters utilizing the Faculty Initiative plan from the Provost's Office (pays 1/2 cost of equipment)
- Staff replacements done in the Summer and Fall, after the start of the new fiscal year

Biannual House Bill funding of instructional equipment (computer and non-computer items) will support requests prioritized in the Deans' Office based on department and program priorities. This funding is to support instructional use only and therefore must include access to equipment by students.

The College will support faculty and staff efforts to obtain external funding for technology.

Initially approved May, 1997

Revised May, 1998

Revised February, 1999

**Revised August, 2001**

**Approved Sept. 6, 2001**

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<sup>21</sup> "The unit aggressively and successfully secures resources to support high-quality and exemplary programs and projects to ensure that candidates meet standards", NCATE Standard 6 Unit Governance and Resources; Unit Resources including Technology.