***CISE 2.0:***

***Keeping Pace with Technology in Educational Settings***



An instructional plan that encourages innovative methods

of curriculum delivery through the use of technology.

CISE 2.0: Keeping Pace With Technology In Educational Settings

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Southern Miss To The Top!

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**1.1 Executive Overview**

*Founded in 1910, The University of Southern Mississippi is a comprehensive doctoral and research-extensive university fulfilling its mission of being a leading university in engaging and empowering individuals to transform lives and communities. The University of Southern Mississippi, which enrolls nearly 16,000 students each year, is the only dual-campus university in Mississippi with campuses in Hattiesburg and Long Beach. Five additional research sites are located on the Mississippi Gulf Coast and in Meridian.*

The University of Southern Mississippi’s (USM) College of Education and Psychology includes a variety of accredited programs that are nationally recognized. Within the College, the Department of Curriculum, Instruction and Special Education (CISE) is home to licensure programs in Elementary Education, Instructional Technology and Special Education. CISE even offers an online teacher education program to meet the needs of current teacher assistants. Today’s teachers are being challenged to be more and more creative in how they deliver course objectives through the use of technology. They are being encouraged not to use computers as substitute teaching mechanisms, but rather to teach in such a way that could not be done without the technology. With the use of technology common place in most homes, classroom setting must also be aware of the technological advances occurring at a fast rate. It is for this reason that a CISE Technology Planning Committee (TPC) was formed in order to assess the department’s existing computer labs. TPC members ranged in departmental responsibilities from professor to administrative support and included student representatives. TPC members were asked to review similar institutions and businesses that rely heavily on technology and submit suggestions that would allow the group to set benchmarks for both short-term and long-term goals. While it was agreed that CISE needs a complete upgrade throughout the department, the formation of the TPC was to address the computer lab renovations while still allowing regularly scheduled classes to be held. In lieu of this, needs outside of the labs are not included in this IT plan.

At present time, CISE maintains two computer labs. One lab is strictly PC and the other consists of Mac computers. The majority of students using the labs prefer to use the PCs. One of the computer labs will be converted into a Student Success Center including a bank of PC computers. When originally designed for use, fewer students actually owned a computer and therefor more were made available for use. Because today’s student is more likely to own at least a laptop, the need for a large number of PCs has diminished. The TPC will dedicate its time to designing, acquiring and implementing a Technology Plan (TP) to address the needs of students, ensuring that CISE remains competitive in its ability to recruit top candidates for its academic program and to be the premiere university for future teachers with the main objective being the creation and utilization of a Student Success Center (SSC).

The Technology Plan includes necessary updates to classroom setup and inventory items as well as professional development components that will result in higher confidence levels among faculty incorporating portable electronic devises into every day instruction. The infusion of today’s technology will attract students considering possible careers as teachers, potentially benefiting school districts across the nation. Budget discussions focus on maximizing the use of any upgrade to outdated software and/or new computer purchases while paying close attention to realistic budget restraints. In addition to inventory items, providing funding for system upgrades such as wireless routing will need to be considered. Training costs associated with new technology and routine in-service sessions are budget items included in this three year plan beginning with first year renovations and replacement of existing computers with newer models. Equipment replacements will dove-tail into software updates and training sessions for a select number of individuals who will in turn train others. Technology skill assessment surveys done on a periodic basis will illustrate needed adjustments and provide direction for future planning purposes. While this 3 year IT plan that focuses on the creation of a SSC has a cost of just under $300,000.00, external funding sources will cover the vast majority of that total. CISE’s budget impact is estimated at approximately $97,000.00.

**1.2 Vision Statement**

*The Department of Curriculum, Instruction and Special Education is a community of learners committed to:*

* *providing quality experiences related to teaching and learning for professional development of teachers;*
* *addressing the service needs of our society;*
* *fostering respect for diversity;*
* *serving as a center for scholarship, research, creativity and as a major catalyst for economic developments;*
* *promoting leadership skills and professional dispositions essential for our graduates; and*
* *assessing the degree to which our programs meet the standards of excellence.*

Since The University of Southern Mississippi’s foundation in 1910, it has served as the state’s flagship when coming to educating teachers. Mississippi has historically ranked among the worst when looking at education of its citizens. As an institute that emphasizes the key role that research plays in improving lives, the opportunity to study, define, and correct deficiencies within the state’s education system exists in a variety of locations and populations. Throughout their course of instruction, CISE graduates acquire leadership skills that will serve them well in any professional setting. Continued efforts to assess standards of excellence will strengthen The University’s standing among higher education institutions.

The CISE IT plan’s vision is to establish the Student Success Center mentioned above with an infrastructure that enables successful preparation of today’s students who will become the teachers of tomorrow in classrooms that were once thought of as futuristic due to technological possibilities. In that respect, the IT plan identifies the following vision components corresponding to those listed above:

* *providing state-of-the-art technology related to teaching and learning for professional development of teachers;*
* *providing technology opportunities to all stakeholders;*
* *meeting the needs of diverse learning styles;*
* *serving as a center for technology sharing and collaboration;*
* *promoting professional development; and*
* *benchmarking mastery levels relevant to technology skills.*

**1.3 Mission Statement**

*Within the framework of the pluralistic democratic American society, an an appropriate education should be provided for every child. Thus the mission of the Department of Curriculum, Instruction and Special Education is to provide programs that reflect the building values of teaching, community learning, research, creativity and scholarship in the service to society.*

Today’s CISE is dedicated to providing undergraduate and graduate level courses to prepare teachers to meet the needs in elementary and special education classrooms. The department takes pride in the fact that its graduates hold teaching positions worldwide and our confident in their skills as a result of the training provided through The University of Southern Mississippi. CISE offers a dual licensure program along with Master of Science, Master of Education, Education Specialist and PhD degrees. Prior to taking professional courses related to teaching, students will have to show their mastery of basic computer skill by successfully completing the basic Computer Literacy Exam (BTLE). CISE now offers IT 365 as a means of acquiring the necessary skills to meet the BTLE requirement. By staying current with today’s technology, CISE can produce graduates to lead the much needed advancements in our current education system. Through technology infusion, students will be taught how to incorporate newly acquired expertise in the planning and delivering of lesson plans to learners of all abilities.

The CISE IT Plan mission statement provides the necessary infrastructure to meet the previously outlined department objectives. The plan’s three main objectives center on establishing a fully functional multi-purpose technology classroom that combines a computer lab with a student success center. A second include equipment updates that will support newer versions of software applications currently in use. Professional development is the third objective and encompasses faculty/staff training in the effective use of the SSC in technology integration and curriculum development.

**1.4 Demographics**

The University of Southern Mississippi is located in the city of Hattiesburg with an estimated 2012 population of more than 47,000 people. The majority of the residents are either White or African American with a small representation from the Native American, Hispanic, Asian and Pacific Islander groups. USM has a smaller campus on the coast at Long Beach, MS. Situated within the “Bible Belt”, Hattiesburg is an area of deep family values, cultural heritage along with intense football rivalries.

|  |  |
| --- | --- |
| Major businesses in the area include Forrest General Hospital, USM, and Camp Shelby in the service industry. The top manufacturers are Channel Control Merchants, Kohler, and Georgia Pacific. Due to socioeconomic conditions, many graduating high school seniors do not have the luxury of attending college. The need to find employment as a means of helping to provide financial support often outweighs the urgency to enroll in classes. In 2012, it was estimated that the median household income had decreased by almost $1,000 since 2000. 2012’s figure was $23,451 and was still more than $13,000 less than the state average (Hattiesburg, MS). Numerous student loan options are available to individuals looking to continue their education past the high school level. Local students can take advantage of the centralized location and easily accessible USM campus.  |  |

The University of Southern Mississippi has its similarities with the neighboring community in terms of demographics. A recent report showing student demographics indicated that 62% of students identified themselves as white, 28% as African American, and the remaining chose Hispanic, Asian, American Indian or Non-resident Alien. Students from the surrounding area can enroll in traditional face-to-face classes as well as those offered online. Having these options available has been shown to successfully recruit students who would otherwise choose not to make the drive to the Hattiesburg area. The student body is a heterogeneous blend of cultures, races, ethnic backgrounds, interests and opinions that are all welcomed and encouraged. Beginning under the watchful eye of former University President Martha Saunders, enrollment numbers were record setting in 2010 with typical figures reaching well over 17,000 in the next couple of years. The 2013-2014 academic year saw a drop in student enrollment as fewer student grant opportunities were available. During that time, enrollments totaled just over 15,000 with 81% of those listed as undergraduates (Institutional Research ). CISE classes consistently contained, on average, 14 students, a number that must be considered when looking to make purchases of equipment to be used by students.

CISE celebrates diversity among more than sixty personnel by employing professionals from across the country as well as the globe and CISE includes international scholars and students. The faculty at CISE consists of professionals with in the areas of Elementary Education, Secondary Education, Gifted Programs, Special Education, and Instructional Technology (IT). CISE maintains a roster of 35 full time faculty/instructor positions.

* 33 Caucasian
* 1 Asian
* 1 African American

IT faculty members earned degrees from universities in Alabama, Arizona, Mississippi, and Ohio directly contributing to the diverse learning environment at CISE. 26 faculty members hold Doctorate degrees. The IT instructors actively collaborate with others in designing instruction that includes the use of technology. Graduate Assistants, chosen from among the specialty areas, also reflect this diversity and help to bridge the gap between faculty and student issues as they prepare themselves for roles as instructors while still completing coursework of their own.

**1.5 Committee Formation**

Committee members were chosen for their connection to the university and the local school districts that stood to benefit most from graduating students pursuing careers as teachers. To avoid repeated scheduling conflicts and subsequent meeting cancellations, committee members were asked to seriously consider making their participation in this endeavor a priority. To achieve buy-in from all stakeholders, the TPC membership list consists of the following:

1. Dr. Ann Blackwell, College of Education and Psychology (CoEP) Dean
2. Dr. Diane Fisher, CISE Department Chair
3. Dr. Janet Boyce, Elementary Education
4. Dr. David Daves, Secondary Education
5. Dr. Hollie Filce, Special Education
6. Dr. Jonathan Beedle, Instructional Technology
7. Dr. Anne Sylvest, Field Experience
8. Kim Walker, Clinical Instructor
9. Robin Atwood, Professional Development Coordinator
10. Paige Strickland, USM Itech Director of Technology Finance and Administration
11. Terry Laurent, USM Itech Desktop Technician I
12. Dr. John Smith, Superintendent of Hattiesburg Public Schools
13. Mary Blake, President of Forrest County PTA
14. Dr. Jane Jones ,Mississippi IHL board member
15. Joseph Brooks , Benefactor and Entrepreneurial Supporter of CISE
16. Donna Fielder, Administrative Assistant to the CoEP Dean (budgets)
17. Martha Resavy, Administrative Assistant to the CISE Department Chair
18. Sirui Wang, President of the Instructional Technology Student Association (ITSA)
19. Donna Baker, Undergraduate Student Representative
20. David Wiggins, Owner/General Manager of Computers-R-Us
21. Cynthia Haskell, Owner/General Manager of Circuit City
22. Jeffrey Kingsworth, Vice-President of Data Miners, Inc.

The TPC agreed to meet weekly for a month while in the information gathering phase. Meetings were then moved to a monthly basis to provide ample time for feedback on suggested plan components resulting from the previous meeting. It was estimated to take at least 6 months of collaboration dedicated to identifying focal points of the plan before moving into the next phase of Leadership and Support. Subcommittees were created that focused on areas like room design/usage, technology components, software programs and instructional design.

**Subcommittees:**

1. Design

Responsible for conceptualization of renovation

1. Marketing

Recruitment of students

1. Budgeting

Identifying sources of income

1. Inventory Acquisition

Staging of equipment purchases

1. Professional Development

Curriculum planning of training events

**1.6 Performing the Needs Assessment**

The Technology Planning Committee’ first task was to identify the strengths and weaknesses of the department’s existing use of technology. A survey was designed to gather responses from students and instructors at the end of each class taking place in the computer lab. Using Survey Monkey on portable devises, committee representatives asked users to complete a brief set of questions. Question topics:

1. Layout of room
2. Adequate number of computers
3. Skill level of user
4. Relative speed of technology
5. Ease of application use
6. Ability of instructor to solve technology issues
7. Willingness to recommend use of room to others
8. Interest in taking more advanced technology classes

Response data was analyzed to determine patterns in how questions were answered as well as comparisons between students and instructors. Common themes showed that although the lab was not visually appealing, the main issue was old equipment running outdated software.

The TPC’s first priorities were to establish the desired technological environment and to take a close look at the existing infrastructure that could support long-term goals. From the needs assessment, the department needed a Student Success Center that would house the majority of any technology assigned to CISE. Currently enrolled students are a major marketing tool when recruiting undergraduates from the local high schools and addressing their needs is a key component of any student center. The University has a modernistic Learning Enhancement Center and the College of Education and Psychology maintains a smaller center in Owings-McQuagge Hall. These centers include movable furniture that is easily rearranged to meet the varied needs of group settings. Large flat screen monitors are mounted on rolling carts and can be positioned anywhere in the room. The design for a CISE Student Success Center would include many components of these established spaces. CISE is located in J.B. George, a building with needs of its own as far as building space and repair. Room 105 is presently being used as a PC computer lab and will be the eventual home of the center. Being able to rearrange desks and workstations will allow the department to efficiently utilize existing space.

In compliance with USM’s policy regulating annual inventory compliance, CISE underwent a thorough Inventory Control Audit in January 2014. The audit produced a comprehensive report that included office furniture and electronics. Out of the more than 400 items audited during that time, approximately 300 were actually computers and other pieces of technology. By running reports associated with this audit, outdated equipment is easily identifiable. The variety of computer equipment ranged from PCs with traditional towers to early versions of laptops that are now considered too cumbersome to be portable. Older pieces of equipment were marked as needing to be updated, replaced or discarded. The decision to discard certain items gave insight into just how quickly technology can become obsolete. Two recently purchased tablet charging carts were highlighted as being items comparable to future needs. These carts allow for simultaneous charging and synchronization of the approximately 75 Samsung tablets on hand. New upgradable laptops would be needed that could be used in classrooms as well as in the Student Success Center. Another potential purchase identified was that of software packages like the newly offered Adobe Cloud for Classrooms. To get a better understanding of current levels of technology competency, all CISE faculty and staff members were asked to participate in a survey of actual working knowledge, skill level and desire to use computer applications in the classroom setting. In all, 45 respondents completed the survey and almost half (47%) reported that they did not feel confident in their skill level. Since a good portion of the faculty would need in-service training on Cloud-based applications, professional development objectives that established technology mastery levels were added to the list of needs. As discussion centered on this type of innovation, it was apparent that the existing LAN connections would be an issue if wireless devices were incorporated into instructional models. A result of this extensive look at wireless versus LAN setups, the design subcommittee requested that Dean Blackwell consider a complete technology status update for the department to look further into Promethean Boards that are not working and seriously outdated desktop computers in the main administration suite. To remain focused on the SSC, the subcommittee tabled any further discussion of technology upgrades not associated with JBG 105.

The results of the technology needs assessment produced specific shortcomings impacting future delivery of curriculum as well as the establishment of a Student Success Center in the J.B. George building. Cost estimates were gathered for all acknowledged needs, wants, and future possibilities while keeping in mind realistic limitations associated with working within the USM framework.

**2.1 Legal/Compliance Issues**

Providing a secure environment for technology refers to more than just locking up equipment. In today’s world of electronic data, it is critical to address copyright issues, classroom and equipment use policies, and privacy of confidential information.

CISE’s IT plan, *CISE 2.0: Keeping Pace with Technology in Educational Settings,* provides for the acquisition, deployment and control of technology used for educational purposes. The IT plan dictates that all inventory control is maintained at the department level. Hardware additions will be given a unique inventory number for equipment auditing purposes. Any software purchases will be licensed to the department and not installed on personal computers. No software will at any time be copied for installation on another computer device other than the one identified during the purchasing process. In some instances, software licenses may be purchased that will allow installation on more than one computer under certain circumstances but the IT committee recommends that this be done on a limited basis to minimize potential problems. Computer usage will be monitored at all time by either the instructor during class time or by the employment of a computer lab monitor for requests outside of the instructional period. Training for the computer lab monitors will include policies and procedures on both the university and departmental level. Faculty, staff and students will sign affirmations of understanding of all policies and procedures applicable to technological equipment.

The CISE IT plan falls under the University Acceptable Use Policy (AUP) governing all aspects of technology and internet access while using CISE equipment and covers the following topics:

* **Securing of FERPA protected information**

USM student information is considered confidential and disclosure to unauthorized individuals could lead to termination or expulsion from campus (USM FERPA compliance).

[USM FERPA compliance](http://www.usm.edu/student-handbook/records-access-policy-ferpa)

* **Copyright Compliance** (including software as exampled in the link below)

SSC users are given free access to information via the Internet. The use of such information is subject to copyright laws and misuse is viewed as a serious offense.

[Howard University Office of Technology Development](file:///C%3A%5CUsers%5Cw817657%5CDesktop%5CHarvard%20Office%20of%20Technology%20Development%20%20%20Technology%20Development%20%20%20Intellectual%20Property%20%20%20Copyrighting%20Software%20vs.%20Patenting%20Software.htm)

* **Fair Use**

Instructors now have access to more information than ever before. One main area to avoid is the repeated use of copies that could be viewed as a substitution for actually subscribing to periodicals or buying the information from publishers (Copyright and Fair Use in the UMUC Online or Face-to-Face Classroom ).

* **Academic Integrity**

The student handbook at USM informs students of the University’s expectation of honesty and the importance of maintaining the University’s integrity. Students misrepresenting the work of others as their own will be subject to disciplinary action such as probation, academic suspension or expulsion. Students who are found to be cheating are also subject to disciplinary action (Academic Honesty).

* **Internet Use**

[USM Acceptable Use Policy](http://www.usm.edu/institutional-policies/policy-acaf-it-010)

* **Accessible Technology**

[USM Accessible Technology Policy](http://www.usm.edu/institutional-policies/policy-acaf-it-017)

* **Disposal of Outdated Equipment**

[USM Outdated Equipment Policy](http://www.usm.edu/institutional-policies/policy-acaf-it-018)

Students today rely heavily on internet use and this is also addressed in the IT plan. Faculty, staff and student use of equipment in the areas of social media is dictated by university policies. A complete listing is available at [USM social media guidelines](https://www.usm.edu/sites/default/files/groups/office-provost/pdf/usm_social_media_guidelines.pdf) .

Faculty and staff will be given guidelines developed as part of the IT plan for technology usage as well as hands-on training in order to familiarize individuals with the equipment. Outdated equipment will be disposed of in accordance with University policy. When new technology is incorporated, the IT plan directs CISE to create a policy specific to that piece of equipment and/or software. As an example of this, the recently established Samsung Tablet policy/procedure document is included as Appendix A. It describes the cart reservation process, how to assign tablets to students, and the booting up of the equipment. By signing the acknowledgement form, instructors agree to be held responsible for misuse, damage or loss of the Tablets.

The IT Committee also developed guidelines for students in alignment with USM’s emphasis on academic integrity through the following points concerning ethical behavior in general:

* **THE IT CREED (adapted from the USM Student Creed)**
* *I belong to a community of scholars who value the use of technology in the educational setting.*
* I will *demonstrate integrity* and *determination* in all academic pursuits while using technology.
* I will *appreciate the value of using a variety of technologies* as part of my academic career.
* I will *exhibit a professional behavior* that demonstrates respect for fellow members of the Southern Miss community when incorporating technology.
* I will *respect the rights and privacy of others* while using technology.
* I commit to exhibiting civil behavior, demonstrating responsible citizenry, and doing my part to achieve a positive technology-based learning environment for all.
* I will at all times maintain a level of academic integrity that is worthy of USM standards while using the technology made available to me as a student.

Students issued technological equipment during class times will be asked to initial an inventory log both at sign out and return of items. The last row of each log will be used by the instructor to verify that all items have been returned. A sample log is provided below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Equipment # | Class/Date | Student Name | Sign Out | Sign In |
| 01234 | IT 365 6/11/2013 | John Smith | *JS* | *JS* |
| 01235 | IT 365 6/11/2013 | Beverly Adder | *BA* | *BA* |
| 01236 |  |  |  |  |
| 01237 |  |  |  |  |
| 01238 |  |  |  |  |
| 01239 |  |  |  |  |
| 01240 |  |  |  |  |
| 01241 |  |  |  |  |
| All items  | IT 365 6/11/2013 | Dr. Jane Doe |  | *JD* |

**2.2 Community Resources and Public Relations**

The CISE IT Planning Committee (ITPC) continues to foster a professional working relationship with local businesses. The IT plan places a good deal of emphasis on collaboration with leading technology providers such as Owens Business Machines, Computers-R-Us and We Sell Tech, Inc. Established in 2001, the Hattiesburg based Hub City Computer Connections Group (HC3G) meets quarterly to allow members to connect and share updates, innovations and opportunities for development. Two permanent ITPC subcommittees were identified to address concerns of community resources and public relations.

A Community Resource subcommittee of the CISE ITPC attends the meetings to garner support for current projects and potential investments. Mr. Joseph Brooks serves as the spokesman for the subcommittee and has been instrumental in obtaining substantial levels of funding that have allowed the IT plan to include a variety of technological upgrades that would otherwise be too costly. To date, Mr. Books has received documented pledges of nearly $200,000 from area businesses interested in seeing USM become the leader in Instructional Technology. Another member of the HC3G, Mr. Daniel Avery, has committed to provide the labor necessary for any build-out requirements associated with planned expansions of the CISE computer labs. Mr. Avery, a longtime resident of Hattiesburg and owner of A-OK Builders, has a son currently enrolled in CISE classes and knows firsthand how frustrating it can be for students when the available technology is old and loaded with outdated software. It was at his suggestion, submitted by his son, that the IT plan be called *CISE 2.0: Keeping Pace with Technology in Educational Settings*.

Additional support has been recruited from Robert Sylla, a USM computer science graduate who is looking to give back to his alma mater in the form of free tech support and troubleshooting expertise. He has verbally agreed to volunteer his time to train the technology lab monitor in routine areas that are easily fixed on site. Mr. Sylla is not a member of the HC3G, but is extremely dedicated to making *CISE 2.0: Keeping Pace with Technology in Educational Settings* a reality.

A second CISE ITPC subcommittee was established to deal with Public Relations. This committee is chaired by Dr. Anne Sylvest and seeks to enlist the help of volunteers to assist in the planning of fund raisers as well as community awareness workshops. CISE students were also given the chance to participate as members. The ITPC agreed that community wide find raisers were a great way to bring in additional funds as well as to advertise the educational opportunities to potential students attending University sponsored recruiting events. Marketing strategies became the focal point of this subcommittee. Several CISE students had friends on campus that were marketing majors who seized the chance to collaborate on such an endeavor. As word spread about *CISE 2.0: Keeping Pace with Technology in Educational Settings,* this committee soon consisted of 20 student volunteers who made it their mission to make it a success while fulfilling project requirements for their own classes. Communication majors were recruited, leading to the production of three radio and two television broadcasts directly promoting each fund raiser. Talking points will be provided to the TPC members Wiggins, Haskell, and Kingsworth as they connect on a regular basis with other businesses throughout the state. Their networks of business associates are invaluable sources of potential financial support.

**2.4 Special Needs Support**

*CISE 2.0: Keeping Pace with Technology in Educational Settings* was developed in full cooperation of University policies regarding the needs of all students as set forth by the [Americans with Disabilities Act](http://www.ada.gov/ada_intro.htm). Suzy Hebert, M.S., is the Director and ADA Compliance Officer at USM and was provided a copy of the IT plan to review and approve. Equipment purchases and upgrades identified in the CISE IT plan will be carefully considered in order to address the needs of students with vision, hearing and speech impairments, physical limitations and learning disabilities.

Visually impaired students will have access to:

* Braille Readers
* Ziggi document cameras that can project images onto walls
* Screen magnifiers that can enlarge objects up to 1.5 times their original size
* Speech recognition software packages such as “Dragon Naturally Speaking” (DNS)

Hearing impaired students will be provided headsets with adjustable settings. Computer lab layout designs are done in accordance with these requirements as well and consist of portable desks, chairs and workstations on wheels to promote adaptability in classroom seating arrangements.

Items shown on the following page are for illustration purposes only and may not be the actual items purchased.



Movable chairs and tables.



Braille reader



Ziggi document camera

*CISE 2.0: Keeping Pace with Technology in Educational Settings* includes a third CISE ITPC subcommittee, Special Needs, developed to design curricula for students with special learning needs not addressed by physical accommodations. CISE is fortunate to have faculty members teaching Special Education emphasis areas and the Special Needs subcommittee recommended that Dr. Joy Hines be added to the membership roll due to her enthusiasm and expertise in the field. Dr. Hines graciously volunteered to act as a consultant instead of becoming an active committee member. Future IT courses, room modification designs and equipment purchases will be provided to Dr. Hines for her review and input.

**3.1 Equipment and Facilities**

The main driving point in the entire *CISE 2.0: Keeping Pace with Technology in Educational Settings* is to provide the necessary technology to today’s students, allowing them to become successful educators in the classrooms of tomorrow. This section provides an in depth look at existing equipment within the department along with two examples of two schools within the University and their respective technology inventories.

**Status of Current Technology Inventory**

The CISE ITPC recently attended a meeting on campus to discuss USM’s Master Plan. Attendees from all departments were invited to hear long range goals as well as updates on projects currently underway. Part of the presentation outlined the steps that it would take to integrate technology into the overall design. As of this report, the campus is a blend of newer, more sophisticated equipment and older, low-end inventory items with emphasis being placed on keeping up with technology advances in a realistic manner. Many colleges and departments are taking advantage of federal grant opportunities to supplement available budget funds for upgrades.

Two departments on campus were used as examples of high-end technology users to base the strategies of the Technology Plan:

1. **School of Polymer and High Performance Materials**

The Polymer Science department possesses approximately $20 million worth of high-end technology. Software in use includes:

* Solidworks
* Cosmosworks
* Pro-E
* Minitab
* DOE Pro - a package ofexperiments integrated with Microsoft Excel
* QI Macros - Excel-based control charts, plots and histograms
1. **School of Computing**

 By partnering with local industries, the School of Computing explores innovative technology applications. Its state-of-the-art, $5 million computer laboratory offers a diverse selection of student programs and develops qualified graduates able to compete in today’s technology driven workforce.

All Mississippi Institutions of Higher Education fall under a newly formulated budget plan that is driven by student enrollment numbers. To remain competitive, USM must keep pace with technology in place at other universities. Administration at USM, from President Bennett to college deans, continues to stress the importance of technology as a curriculum tool and key recruiter of potential students.

USM has an inventory system known as AssetWorks, a web based service that assists users in meeting GAAP and state standards. Each department within a college has a Property Control Representative with AssetWorks login capabilities. CISE’s representative is Martha Resavy, Administrative Assistant to the Department Chair and a member of the CISE ITPC. Ms. Resavy was asked to run historical costs, useful life and depreciation reports of inventory through AssetWorks. ITPC members utilized these department specific reports to get a comprehensive idea of what technology existed within the JB George building.

CISE currently uses 8 rooms in the JB George building for instructional purposes. There are two computer labs and one classroom with a laptop charging cart. Three other classrooms are equipped with Smartboards for instructor use. The USM Itech Department provides technical support once work orders are submitted that identify the equipment number and issue. No full-time tech support member is on site in JB George. The USM Library routinely offers mini training sessions for students in looking up reference materials and other online searches. The following section is a breakdown of the equipment on hand as well as items needing to be updated and/or replaced.

 The CISE ITPC was tasked with the overhaul of the main computer lab in JB George room 105. The room is set up in a traditional classroom style with long rows of desks that face a whiteboard /screen in the front and a ceiling mounted projector, a Smartboard and a Promethean. There are twenty-five computers available for student use and first appearances give the feeling of a tired looking space with antiquated equipment. The only items that are portable are the chairs, so little can be done to re-arrange the room. The computers are Dell 780 desk top computers purchased in 2010. They operate on Windows 7 and have been uploaded with the Microsoft Office 2010 suite of programs. A second computer lab is maintained in JB George room 204. This classroom consists of twenty-five Apple 21” computers set up on double occupancy tables. These Macs are loaded with Adobe software like DreamWeaver and Photoshop that are used in IT courses such as IT 755 (Web Development and Assessment). A large wall mounted monitor acts as the focus point of the room that also includes a printer and a Promethean. Each of these computer labs also includes an instructor station.

**Planned Additions and Renovations**

This IT plan blends the designs of both computer labs into one multi-use Student Success Center to be known as the CISE-SSC. Upon completion, the center will serve not only as a computer lab, but as an advisement and learning center available on a reservation basis when not being used for instructional courses. A dedicated staff employee will be hired part-time as the SSC manager. This individual will be in charge maintenance and future upgrades of equipment.

In the first year, the space will undergo changes that will allow for rearranging desks/tables to accommodate a variety of class set ups. Ten stations each consisting of a table with 2 computers will be incorporated into the room configuration similar to the illustration below. An instructor’s station will be located in the back of the room in order to monitor student computers and to direct the focus to the wall-mounted flat screen for additional directions or instruction.

Approximately ten of the Dells in inventory will be traded out for newer models and installed at the stations. The remaining older PCs will be placed in a storeroom. During this initial year, ten Macs will be relocated from room 204 as well. All SSC computers will be installed with *Adobe Creative Suite 6 Design and Web Premium*. Staffing issues will also be addressed during the first year. A full-time SSC manager and a part-time tech support staff member will be hired. These individuals will be provided opportunities to attend training workshops and trade fairs. At the end of the first year, classes that are typically taught in either computer lab will now be centralized in JB George room 105.

The second year will see the remaining Dells removed from inventory and replaced by ten laptop computers. This type of inventory addition will promote a more mobile learning environment similar to the existing Samsung tablets already on hand and being used in other classrooms in JB George. Using a Train the Trainer methodology, a select number of faculty members will be trained on the equipment and applications available for use such as the Adobe Creative Suite. At this stage, professional development sessions will be offered to faculty/staff members who wish to improve computer competencies for themselves. Seminars on infusing technology into curriculum will be held on a quarterly basis. PhD students in the Instructional Technology and Design program will lead the classes, fulfilling a component of their plan of study.

The third year of the CISE-SSC’s existence will focus on expanding the technology and including a small Media Communication Center (MCC) for website development /maintenance on both a departmental level as well as student projects. The IT plan will budget for physical expansion of the lab. An adjacent classroom will become part of the SSC by removing the wall separating the two areas. A third year assessment of the SSC will track room usage and identify areas needing improvement by surveying faculty, staff and students over the course of a single semester.

**Maintenance Plan**

CISE is mandated by University policy to verify all equipment is present and accounted for on a yearly basis. This annual inventory is coordinated by Ms. Resavy and submitted to Donnie Robbins in Property Control. CISE has also been a part of the State’s inventory audit process. In addition to verifying the location of all inventory items, routine cleaning and compression of all computers will occur in a joint effort between the SSC manager, tech support personnel, and the Itech department on campus. This inspection will occur at the conclusion of each academic semester. Inspecting the equipment’s operating condition will allow outdated software to be corrected and unserviceable items to be removed from inventory.

**Technology Budget for the Newly Renovated Lab**

The Student Support Center will be used for instructional purposes as well as orientation and enrollment sessions for new or transfer students. It will also be made available on a reservation basis for additional training seminars involving students, faculty caucuses, community groups, and members of University organizations. All activities held in the SSC will be of direct benefit to CISE students and community members interested in advancing the use of classroom technology. In this respect, the layout will primarily reflect an instructional setting as depicted on the next page, but will be comprised of moveable furniture to allow for room adaptations.

wall-mounted or stand-mounted flat screen

Dell Stations

Screen or Board

Screen or Board

Screen or Board



Mac Stations











Optional set up:







**Technology Budget**

**4.1 Plan and Procedures**

For an Instructional Technology Plan to be successful, it must contain a method for delivery that specifies the steps taken to maximize the human components of infrastructure. Professional development will be a key factor when working with a target population that is bot multigenerational and culturally diverse. Technology preferences, biases and even fears will need to be included in the implementation of a plan.

The University of Southern Mississippi has established a climate of academic success by including a “unified environment that minimizes barriers for prospective and enrolled students, attracts and retains quality faculty and staff, embraces and reflects diversity, and produces graduates who are truly competitive in the global marketplace” (Visions, Mission and Values). The facilities on campus strive to offer up-to-date technologies that are accessible to the University community. Rigorous standards are applied to the development of curriculum and its delivery.

The goal of *CISE 2.0*: *Keeping Pace with Technology in Educational Settings* is to further enhance the technology component of academic success by instilling a user-centric thought process when developing training modules. By having faculty and staff members trained in the equipment on hand, students will have the opportunity to participate in learning environments designed to encourage and support creativity. YouTube is a popular social media that can be quite educational when used properly due to the vast number of professional development videos available. [Marzano's PLC](http://www.youtube.com/watch?v=-vAbYyJxTFk), a YouTube video posted on May 29, 2013 by Marzano Research Laboratory, is a great example of classroom assessment delivered by social media. Changes are occurring constantly in the technology being made available to consumers. Exposing CISE faculty and staff to the various applications, addressing the fact that innovative methods are always popping up, and the overall impact on curriculum design will lead to better preparation of instruction aimed at students.

USM offers training sessions to members of its faculty and staff via online webinars, one-to-one sessions held in the LEC with application specialists (SOAR, SOARFIN, APPSPro). Professional development is encouraged on a more formal level by offering tuition waivers for classes offered during the academic year. The CISE IT plan will provide access to technology used in many areas of study. Mastery of software applications can be directly applied to coursework and documented on staff resumes.

The CISE IT plan entails a multi-phased approach spread out over three semesters (fall, spring, summer)for three years to facilitate scheduling a large number of individuals and starts with a limited number of faculty and staff becoming familiar with current technology. *CISE 2.0*: *Keeping Pace with Technology in Educational Settings* uses a “train the trainer” model that will allow mastery at an individual level for a selected number of people, but also offers these individuals the experience of teaching the use of technology to their colleagues before using it in the classroom.

Measurements of objectives will be comprised of paper-based tests as well as actual demonstrations of how to incorporate software programs into a planned teaching lesson. This training will be broken down into three phases each spanning the course of an academic semester. By repeating the three phases each year, disruptions to the scheduling of classes will be kept to a minimum. Scheduling priority will be given to those programs already utilizing technology, secondly to programs incorporating technology in upcoming courses, and finally to those still planning how to incorporate the technology while revamping curriculum standards.

***Phase I***

*Phase I* will take place during the summer semester starting mid-May. This semester was chosen as a starting point due to decreased enrollment numbers and increased availability of faculty/staff members. Prior to the close of the academic year, all faculty and staff members of CISE will be asked to participate in a survey to identify training needs. A Skills Assessment Survey (SAS) as shown on the next page will measure general technology use as well as user confidence levels. Results from this survey will determine the subject matter, intensity, and relative speed of the training sessions. While 100% participation is highly encouraged, all surveys are strictly voluntary and information gathered will be treated as confidential. At least one representative from each program major will undergo this initial wave of training sessions. Attendees will become familiar with the technology already on hand as well as observing a demonstration of the planned ASC upgrades. Brainstorming sessions will be held to identify strengths and weaknesses of current technology use practices.

The design of *Phase I* includes ample time for attendees to present brief lessons and receive feedback from others. This introductory phase will run for eight weeks, having formal sessions on a bi-weekly basis.

**Planned topics:**

1. Basic computer lab fundamentals
* Booting up equipment
* Keyboard short cuts
* Powering down
1. Auxiliary Equipment
* Document cameras
* Samsung tablets
* Promethean Board
* Smartboard
1. Assistive technology
* Braille Readers
* Screen Magnifiers
* Ziggy projectors
1. Downloading videos
* Review of copyright policy
* YouTube postings
1. Inspiration Software
* Graphic organizers
* Mind mapping
* Outlines
1. Dreamweaver
* Web design
* Web editing
1. Photoshop
* Photo editing
1. InDesign
* Posters
* Brochures
* magazines
1. Technology/Curriculum integration and trouble shooting

The assessment process at the conclusion of this stage will help identify compatibility issues of the software programs as well establishing efficiency ratings for instructors. Assessment scoring will include 1) the ability to incorporate technology, 2) ease of application use, and 3) the creation of at least two curriculum planning workshops to be held in each of the next two phases. By using a Train the Trainer methodology, this group will become the principal instructors for other faculty members attending training in *Phases II* and *III* once certain levels of mastery are achieved and instructor confidence improves. Mastery will be demonstrated by successful development and delivery of a typical lesson plan that incorporates the technology presently on hand. A certificate of Computer Lab Proficiency will be awarded to those who successfully complete *Phase I* training. As will be discussed in the Evaluation and Assessment section of the plan, additional software applications may become available if identified as needed training in assessment surveys administered to attendees. Recommendations for workshops, webinars, and software conferences will be presented to the department administrative staff for consideration in subsequent budget planning.

***Phase II***

*Phase II* will involve the previously mentioned attendees training other faculty/staff members. The same pre-training survey will be administered prior to the first session in order to gauge skill and confidence levels of this group. Trainers will tailor the instruction to address common issues in the survey results. *Phase II* is scheduled for the fall semester. Since this is a regular academic semester, training sessions will be scheduled on a monthly basis to take advantage of no student classes being offered on Fridays and to encourage instructor attendance. The sessions will run from 0800-1200 and followed by a brainstorming lunchtime meeting from 1200-1330. The individual sessions provided in *Phase I* will be grouped to meet the monthly schedule and meals will be provided to minimize time lost.

1. Basic computer lab fundamentals and auxiliary equipment
2. Downloading videos and the use of Inspiration
3. Dreamweaver, Photoshop and InDesign
4. Technology/Curriculum integration and trouble shooting

*Phase II* will include the assignment of IT mentors to faculty/staff wishing to have additional support available on a one-to-one basis. Coaches will provide hands on training on an as needed basis and peer-to-peer demonstrations will be scheduled. Mock class settings will help to alleviate uncertainty as to the reliability of the technology to perform as expected. At the conclusion of this phase, attendees will be assessed for mastery skills and confidence levels similar if not identical to the trainers. Scheduling to use the IT computer lab as part of a class lesson is contingent upon completion of either *Phase I* or *Phase II.*

***Phase III***

*Phase III* is more focused on identifying best practices and critical first steps necessary to keep pace with technology upgrades. At this point, faculty should be comfortable enough with existing equipment to offer suggestions for future classroom applications. Future purchases of computers and software applications will align with existing CISE professional goals and University tenure-track requirements.

*Phase III* is scheduled to commence during the spring semester. Similar to *Phase II*, monthly meetings will take place on Fridays, January through April. These four sessions will include presentations on current methodologies such as the “flipped classroom” and demonstrations by local technology vendors. Each monthly session will end with an assigned task directly related to the topic(s) presented, for example: viewing a webinar promoting the use of classroom technology and compiling a “wish list” of new applications.

* The meetings in January and February will be used to familiarize stakeholders with the available technology. Individuals not familiar with the IT plan and those who have recently joined as stakeholders will be brought up to date on past accomplishments as well as future endeavors. Turnover among committee members will be addressed at these meetings as well.
* March’s meeting will center on budget constraints and financial/funding support possibilities. Giving faculty and staff members the information needed to make purchase decisions will instill a sense of ownership that can lead to success in the classrooms.
* *Phase III* will conclude with a meeting in April at which time technology purchases will be finalized and hands-on training sessions will be scheduled for the upcoming summer semester.

*Phase III* will also set professional development goals and inventory analyses for the next 5 years to be included in upcoming budget planning sessions along with an after-action report based on the effectiveness of the CISE IT plan itself. With the SSC manager providing direction, the monthly meetings for May, June and July will highlight new applications for users with attendance being voluntary at this point for those completing the training. These meetings will be held in the newly renovated computer lab to promote technology use in all discussions. The second year *Phase I* will begin simultaneously to start the training cycle for the next group of trainers. Cycling from *Phase III* back to *Phase I* will provide a sense of continuity throughout the plan.

**Incentives**

 *CISE 2.0: Keeping Pace with Technology in Educational Settings* cannot achieve success without the buy-in of its stakeholders. Maintaining a sense of technology driven enthusiasm and motivation is a critical component of the CISE infrastructure. The opening of the SSC will be a cause for great celebration, but it is the day to day commitment that is needed. The IT plan contains gift card incentives valued at $50 to encourage attendance at training events. Individuals will not be eligible for an additional gift card for attending the same training event more than once. Once mastery of new equipment has been attained, users will have first priority in reserving the SSC. Intrinsic rewards will be in the form of a posted Tech Master list giving kudos to those who qualify. At the end of every year, the drawing of two names will take place and the winners will be treated to a weekend trip to Chicago, Illinois, with Mr. Joseph Brooks aboard his private jet. Mr. Brooks is a charter member of the Chicago Computer Conglomerate, a business technology brain trust of inspired individuals looking to invest in education.

**Professional Development Budget**

The budget outlined on the next page is broken down into three phases, the first of which will allow for the training of both the SSC manager and the initial wave of trainers who will then disseminate their knowledge to the members of the department. Trainers will be allocated $1,795 per year to cover costs associated with attending symposiums and conferences and in addition, trainer incentives were set at a higher value of $100 to encourage volunteers in the first year and to establish mentorships between trainers and the trainees. The incentives for attendees mentioned in the previous section are included at a 20 member per phase limit to stagger enrollment opportunities and to allow for new employees to attend at a later date. Educational materials were kept to a minimum as most of the instruction will be handled via computer applications.



* 1. **Implementation and Assessment**

Coming up with a list of needs and the finances to make it happen is not the only part of a technology plan. Implementing changes that occur during the academic year requires precision timing. Assessing the various phases of renovation and professional development entails establishing schedules that identify completion time frames. The Sections below provide information as to how CISE can successfully implement the new SSC while minimizing interruptions to the current departmental operations.

**5.1 Implementation Process and Timeline**

The CISE IT Planning Committee has developed a three-year timeline to encompass the redesigning of the computer lab facility, the recruitment of a SSC manager, offering professional development training opportunities to faculty and staff, and the gradual phasing in/out of technology upgrades. *CISE 2.0:* *Keeping Pace with Technology in Educational Settings* includesgoals that have been identified for each of the previously mentioned areas allowing for successful implementation while minimizing interruptions to currently scheduled instruction. Year one will include the major components of site renovations as well as staffing issues. Years two and three will focus more on training faculty and staff members on the infusion of technology into curriculum planning and classroom instruction. Each of the three years will include an assessment specific to the identified goal. A complete Gantt chart of this timeline is shown below.



The IT plan’s timeline is not solely dependent on the completion of one item prior to the start of the next. In this way, the plan allows for the possibility of delays in construction and technology equipment acquisition. Availability of funds is the one crucial piece of the plan that could significantly impact the schedule should funds not be available when needed.

For illustration purposes, the basic outline of project objectives is listed in the following section. A more detailed breakdown of objectives is provided as Appendix B with regards to items such as committee responsibilities, equipment purchases, and professional development opportunities.







Field trials of the equipment will be conducted in order to seek out possible installation or system glitches and to allow for corrective measures to be taken. *CISE 2.0:* *Keeping Pace with Technology in Educational Settings* is an ongoing technology plan that relies heavily on adherence to the schedule, delays are inevitable in any undertaking of this magnitude. Should any unforeseen event cause more than a week’s delay in the completion of construction, equipment purchase or training session, the ITPC will convene a special meeting to discuss options for moving forward. University policies and procedures will dictate how to proceed if the delay is due to failure of an agent or agency to uphold any part of an agreement in regards to contracted services and/or purchases. For this reason, all formal agreements associated with this IT plan will be subjected to a full review by the Office of the General Counsel here on campus.

**5.2 Evaluation Procedures**

Throughout this three-year time frame of *CISE 2.0:* *Keeping Pace with Technology in Educational Settings*, the CISE IT Planning Committee will have in place milestones and benchmarks in order to monitor progress and identify unanticipated issues that may require additional time or funding. Funding and construction milestones will occur mostly in the first year. Financial support will be obtained in such a way as to provide a financial basis throughout the three years. Construction delays and software application issues should be completely resolved in the first part of the first year with the best case scenario being to correct problems at the earliest possible time to avoid delays later in the project.

Assessments will be conducted via staff/faculty surveys, technology trouble shooting, field trials of software, and student questionnaire responses. Informal formative assessments will be collected in the via Planning Committee meeting minutes that are disseminated via group email to committee members as well being saved to a shared drive available to stakeholders. A more formal formative assessment will be the pre-training survey (Appendix C) administered prior to each training session and used to tailor instruction modes to best match learning styles. Summative assessments will track competency and confidence levels that are monitored through mastery of technology skills and frequency of use. Direct input from all end users will be the driving factor in future equipment purchases as well as training opportunities. The Technology Wish List survey is an informal summative assessment that gives SSC users a chance to be a part of the creative process of ensuring a state-of-the-art SSC meets the needs of all stakeholders.

Feedback from all categories of assessments will provide the IT Planning Committee with the necessary insight into the appropriateness of the SSC technology and the effectiveness of the training sessions. It should be noted that all assessments tools are voluntary and anonymous EXCEPT for the Train the Trainer Certificate and the Competency Certificate.

**3- Year Benchmarks**

**Year 1**

1. **Establishing** *CISE 2.0:* *Keeping Pace with Technology in Educational Settings* **Committees**

Regularly scheduled meetings for committees and subcommittees will take place. Committee members will be grouped according to areas of expertise and interest. Planned marketing activities will begin to focus attention on the project and additional financial support will be sought.

1. **Staffing positions**

Hiring the SSC manager and part-time tech support staff member will be achieved. SSC users will be able to provide feedback on all interactions with the new hires.

This review will be accomplished through the use of an anonymous questionnaire distributed to all users (**see Appendix D**).

1. **Equipment acquisition**

The first batch of new computers will be purchased and installed in the SSC.

1. **SSC opening**

SSC hours of operation will be posted and the information distributed to CISE.

**Year 2**

1. **Faculty /Staff**

Train the trainer sessions will conclude with successful certifications of enrolled individuals (**see Appendix E**).

1. **Second batch of computer purchases**

These computers will replace the remaining outdated stock.

1. **Field trials**

Mock classroom activities will be demonstrated to allow for trouble shooting of equipment/connection/accessibility issues.

1. **Student questionnaires**

Students will be asked to complete a brief anonymous survey upon logging out of the SSC (**see Appendix F**).

1. **Recruitment numbers**

The CISE Administrative Assistant/Office Manager will run routine reports to track enrollment fluctuations resulting from increased marketing efforts of the SSC.

**Year 3**

1. **Faculty / staff competencies**

A pre-training survey will assess the skill and comfort level of all CISE technology users.

CISE faculty and staff will receive Competency Certificates upon mastery of technology skills (**see Appendix G**). This progress will be closely monitored by administration and addressed in annual reviews.

1. **Technology trouble shooting**

Periodic technology inspections will be scheduled with members of ITech to run systematic upgrades, compression of files, and virus checks to maintain optimum operating status of all SSC equipment.

1. **Technology Wish List survey**

Future upgrades to software as well as additional hardware will be based on input from all stakeholders. Comparisons may be made to other educational institutions and ideas generated at trade shows will be considered for possible inclusion in budget plans (**see Appendix H**).

**Appendix A**

**Department of Curriculum, Instruction and Special Education**

IT Plan: Usage of Equipment

**Policy and Procedures for Classroom Use of the Samsung Tablets:**

Section A: Equipment Requests

Section B: Equipment Usage / Connecting to the Internet

Section C: Equipment Returns

Section D: Tablet Charging Cart Acknowledgement

1. **Equipment Requests:**
2. The department’s supply of Samsung Tablets is now being stored on 2 portable charging carts and available for classroom use (see image). A log is kept of the inventory numbers for all tablets per cart.



1. Each tablet has a desktop application (Xpress Connect) for wireless Internet connection making for easier infusion of technology into CISE classrooms.
2. Faculty wishing to incorporate this technology into classroom activities will need to request the use of the tablets with at least a 3-5 day notice to allow for sufficient charging time as well as helping to identify potential scheduling conflicts. The tablets are allowed in a classroom for a limited number of days and cannot be used for an extended period of time by one professor or instructor without permission by the Chair. Last minute requests will be subject to equipment availability. Requests should be sent via email to Martha in the CISE admin office.
3. Faculty will be given a brief tutorial on how to properly insert the tablets into the cart and sign an acknowledgment form (see section D). This form states that the faculty member takes full responsibility of the tablets assigned to the cart upon receipt and does so until the cart is returned in proper charging order.
4. Please assign each student a tablet based on an identifiable number system; such as the number associated with your alphabetized enrollment list.
5. **Equipment Usage / Connecting to the Internet:**

**Step** 1 – Click on the XpressConnect icon on the desktop of your tablet.



**Step 2** – You will be directed to a page asking you to choose a secure network. Select your network based on the following information:

* **All Students**: For all students
* **All other Faculty/Staff devices:** For all faculty and staff members (not on Active Directory) that do not use a CampusID username or password to log into their work computer/laptop

Choose “All Students” for Students.

**Step 3 –**You will be given an “Enter your credentials for this network” screen to enter your CampusID credentials (w123456 and password). Enter your credentials and select “Continue.” XpressConnect will now begin to connect you to the USM network.

1. **Equipment Returns:**
2. After student use, tablets need to be powered off and reinserted into the charging cart, connecting via the USB cables already installed. Care should be taken when inserting and connecting the tablets so as not to have cables overlapping. The carts are designed to allow for quick visual checks on the charging status of the tablets when the cart is plugged in. Each cart is equipped with an automatic cooling fan allowing the cart to stay plugged in for long periods of time. Indicator lights identify each tablet or empty slot. They are as follows:
	1. Red = charging
	2. Green = fully charged
	3. No light = no tablet
3. Faculty will be instructed to plug in and turn on the cart (power switch in back) to verify that all tablets are accounted for prior to returning the cart.
4. The process of unplugging and reconnecting the tablets may not be assigned to a student. It is ultimately the responsibility of the faculty member to return the cart and all of its contents.
5. **Tablet Charging Cart Acknowledgement:**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, acknowledge that I have received training regarding the

(print name)

usage of CISE Samsung Tabletsand the charging cart. I understand that it is my responsibility to return the cart in the proper condition for continued use and/or storage. All items assigned to the cart will be accounted for upon return.

Date Range of Use: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Check Out**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Signature) (Cart #) (Date Received)

Office staff Initials \_\_\_\_\_\_

**Return**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature) (Date **Returned**)

Office Staff Initials \_\_\_\_\_\_

**Extended Period Approval**

Chair’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_

**Appendix B**

**Plan Objectives**

**Year 1 Establishing the SSC**

* 1. Design SSC

The IT Planning Committee review all existing computer lab equipment, identify areas needing improvement, and design a fully functional state-of-the-art center promoting the successful integration of instructional technology into CISE curriculum and training of CISE faculty/staff members.

* 1. Staff SSC

The ITPC subcommittee responsible for hiring SSC staff will recruit/hire a manager and part-time tech support person based on selection criteria compatible with the mission of the SSC.

* 1. Furnish SSC

The ITPC equipment subcommittee will obtain technological equipment that meets the current needs of the SSC as well as future needs by ensuring adequate updating capabilities are provided.

* 1. Create SSC policies

Within the framework of University policies, the ITPC will task a subcommittee with comprising policies governing all aspects of the SSC, from staffing of positions to actual use of the center.

**Year 2 Professional Development**

* 1. SSC Manager Development

Given the opportunity to attend technology conferences, the SSC manager will demonstrate a comprehensive understanding of how to integrate technology into the classroom as well as describe current industry trends and possible future modifications to the center.

* 1. Train the Trainers

Given hands-on training of all SSC equipment, the faculty/staff members selected to become trainers will demonstrate technology proficiencies and teaching skills in a workshop setting.

* 1. Develop workshops

As a result of training, the trainers will develop the content and schedule for workshops that will be offered to other CISE members that will increase computer competency and comfort levels.

**Year 3 Evaluate for future SSC needs**

3.1 Review equipment assessments

The IT Planning Committee will review all assessment tools containing feedback on equipment. Qualitative data will be coded for analysis purposes and used for future technology acquisition.

* 1. Establish upgrade priorities

Following a comprehensive needs assessment of current technology, the ITPC will match needed upgrades to market trends and make purchase decisions that allow for the SSC to remain technologically current.

* 1. Budget considerations

In light of technology review and stakeholder feedback, including wish list items, the ITPC will should be able to quantify all additional upgrades and their impact on the CISE budget.

**Appendix C**

**Pre-Training Survey**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Please rate your responses using the scale provided.** |  |  |
| (1) not at all, (2) some, (3) average, (4) more than most |
|  |  |  |  |  |  |
| **Rating** |  |  |  |  |  |  |  |
|  | **When planning a lesson, how often do you….** |  |  |  |
|  |  |  |  |  |  |  |  |
|   | plan your lesson by using technology? |
|  |  |  |  |  |  |  |  |
|   | mention using technology in the lesson? |  |  |
|  |  |  |  |  |  |  |  |
|   | demonstrate using technology? |  |  |  |
|  |  |  |  |  |  |  |  |
|   | allow students to use technology? |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Rating** |  |  |  |  |  |  |  |
|  | **When using technology, how comfortable are you….** |  |  |  |
|  |  |  |  |  |
|   | in using new applications? |  |  |  |
|  |  |  |  |  |  |  |  |
|   | in addressing computer issues? |  |  |  |
|  |  |  |  |  |  |  |  |
|   | in asking for assistance? |  |  |  |
|  |  |  |  |  |  |  |  |
|   | in working with an IT mentor? |  |  |  |
|  |  |  |  |  |  |  |  |

**Appendix D**

**SSC Staff Review Questionnaire**

The SSC Planning Committee is requesting your feedback regarding the SSC manager and tech support employee. By completing this brief survey, the committee can assess the hiring decisions made as well as the need for further training of these individuals. Your participation is completely voluntary and anonymous.

1. In the course of a regular semester, how often would you **utilize** the SSC?

\_\_\_at least once a week \_\_\_at least once a month \_\_\_less than 3 times in a semester

1. In the course of a regular semester, how often would you **refer** **your students** to the SSC?

\_\_\_at least once a week \_\_\_at least once a month \_\_\_less than 3 times in a semester

1. In the course of a regular semester, how often do you **interact with the SSC staff**?

\_\_\_at least once a week \_\_\_at least once a month \_\_\_less than 3 times in a semester

1. When interacting with the SSC staff, **how satisfied** were you with the results?

\_\_\_less than satisfied \_\_\_satisfied \_\_\_very satisfied

1. When interacting with the SSC staff, **how satisfied** were you with the time dedicated to your needs?

\_\_\_less than satisfied \_\_\_satisfied \_\_\_very satisfied

1. How **comfortable are you in approaching** the SSC staff with your questions or concerns?

\_\_\_not very comfortable \_\_\_somewhat comfortable \_\_\_very comfortable

1. Please use the space below to describe specific SSC issues and how they were/weren’t resolved.

Thank you for your participation in this survey.

Your response will be used for process improvement and will remain confidential.

**Appendix E**

**CISE SSC**

**Train the Trainer Certificate**

As part of ongoing CISE professional development efforts, (Name/Emplid of individual) has successfully completed the Train the Trainer curriculum and is therefore now authorized to train other faculty and staff members in the use of all technology associated with the SSC.

The above named individual has shown mastery of skills in the following areas as initialed by the SSC manager:

1. Request to use SSC \_\_\_\_\_\_\_\_
2. Computer competency in the use of PCs/Macs, projectors, Prometheum Board, ect. \_\_\_\_\_\_\_\_\_\_
3. Reporting of problems not easily rectified on site \_\_\_\_\_\_\_\_
4. Mastery of available software:
5. Microsoft Office Suite \_\_\_\_\_\_
6. Inspiration \_\_\_\_\_\_
7. Adobe Creative Cloud \_\_\_\_\_\_
8. Ability to train others \_\_\_\_\_\_\_\_
9. Agreement to terms in Acceptable Use Policy \_\_\_\_\_\_\_

**Train the Trainer Completion \_\_\_\_\_\_\_\_\_\_\_\_**

As a certified CISE Technology Trainer, I agree to further the professional development of CISE by making myself available as a resource to other faculty and staff members. It is my understanding that by being given this opportunity to become a trainer, I now have the responsibility of assisting others in developing skills that will lead to the successful infusion of technology into the classrooms of today and the future thereby directly benefitting CISE students.

(signature) (date)

**Appendix F**

**Student Use and Satisfaction Survey**

The SSC Planning Committee is requesting your feedback regarding today’s experience in using the SSC. From its conception, the CISE SSC has been designed and equipped to promote the successful integration of technology into today’s classroom. By providing students with an opportunity to become familiar with state- of- the-art technology, CISE remains dedicated to producing highly successful teachers who will make a difference in the educational standards of our area, state and nation.

 By completing this brief survey, the committee can assess the decisions made as well as the need for further training and equipment upgrades/purchases. Your participation is completely voluntary and anonymous.

1. In the course of a regular semester, how often would you **utilize** the SSC?

\_\_\_at least once a week \_\_\_at least once a month \_\_\_less than 3 times in a semester

1. In the course of a regular semester, how often do you **interact with the SSC staff**?

\_\_\_at least once a week \_\_\_at least once a month \_\_\_less than 3 times in a semester

1. When interacting with the SSC staff, **how satisfied** were you with the results?

\_\_\_less than satisfied \_\_\_satisfied \_\_\_very satisfied

1. How **comfortable are you in approaching** the SSC staff with your questions or concerns?

\_\_\_not very comfortable \_\_\_somewhat comfortable \_\_\_very comfortable

1. Please use the space below for additional comments and to describe technology related items that you would like to see implemented in the SSC.

Thank you for your participation in this survey.

Your response will be used for process improvement and will remain confidential.

**Appendix G**

**CISE ASC**

**Faculty / Staff Competencies**

As part of ongoing CISE professional development efforts, (Name/Emplid of individual) has successfully completed the Train the Trainer curriculum and is therefore now authorized to train other faculty and staff members in the use of all technology associated with the SSC.

The above named individual has shown mastery of skills in the following areas as initialed by a CISE Technology Trainer.

1. Request to use SSC \_\_\_\_\_\_\_\_
2. Computer competency in the use of PCs/Macs, projectors, Prometheum Board, etc. \_\_\_\_\_\_\_\_\_\_
3. Reporting of problems not easily rectified on site \_\_\_\_\_\_\_\_
4. Mastery of available software:
5. Microsoft Office Suite \_\_\_\_\_\_
6. Inspiration \_\_\_\_\_\_
7. Adobe Creative Cloud \_\_\_\_\_\_

**Agreement to Terms of Usage:**

I agree to the terms of the CISE SSC Acceptable Use Policy and understand that I am responsible for all misuse of equipment (including software) that occurs while I am using the computer lab.

(Printed Name) (Emplid) (Signature) (Date)

(SSC Technology Trainer Signature) (Date)

**Appendix H**

**Technology Wish List**

![C:\Users\admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\POMNAAAO\MC900441341[1].png]()

The CISE IT Planning Committee is well aware of the rapid advances being made in the area of technology and social media. Virtually everyone in CISE is exposed to all sorts of electronic gadgets and software applications and this Wish List was designed to elicit information from stakeholders. Please take a few moments to let us know what you have heard about, seen demonstrated, or thought about that could be of benefit in an educational setting.

Things to keep in mind when making suggestions:

1. What is the main purpose?
2. Where is it currently being used?
3. Can it be used in a classroom setting?
4. Are pricing options available?
5. How easily is it purchased / installed?
6. How reliable is the product / manufacturer?

Use this space to show how your suggestion(s) would enhance the CISE ASC and directly benefit instructors as well as students.

Thank you for your suggestion(s). As a CISE SSC stakeholder, your input is valuable as a part of CISE 2.0: *Keeping Pace with Technology in Educational Settings*.

Author’s Personal Reflection

While not officially a part of the IT 709 technology plan assignment, the author wishes to include some recent experiences when dealing with technology needs on a daily basis. The best case scenario would dictate that financial and technological support would be readily available to address issues as they arise. University departments are subject to the reality of life on a busy campus seemingly held together by an endless amount of bureaucratic red tape.

Representatives from CISE’s administrative office have met several times with the staff of the Learning Enhancement Center (LEC) here on campus for renovation ideas that would attract today’s students. As a result of LEC procedures, weeks went by between meetings to request to look at options and meetings to actually discuss the possibilities. The LEC is contracted to work with outside vendors specializing in room designs of this sort. At a subsequent meeting to review table arrangements, several options were shown as static images. It was requested that the two best options be combined and another meeting was planned, but another 2 months have passed without a response. This type of planning stage delay can be quite frustrating when the entire computer lab renovation centers on the actual design and layout of computer tables.

In the meantime, it was discovered that CISE could allow Itech to equip its computer lab much like those in the library. While CISE would maintain control of when the lab would be open for student use, Itech would handle all computer issues from networking/upgrades to printing charges for students. This would be an immense savings advantage as the computers would be replaced at no charge to the department. Room renovations will still occur, but the task of computer exchanges will not be a part of CISE’s plan. A meeting is planned for the department co-chairs, administrative assistant, and a faculty member to meet with Itech to discuss the necessary steps.

Smaller glitches have popped up in the form of older desk top computers running on Windows XP having to be serviced and a few LAN connections being replaced. It was noted that the 20+ laptop computers currently stored in a charging cart in JBG Room 200 were also running on Windows XP. Itech is looking into ways to address this as well. An inspection of that specific charging cart revealed broken plugs that had their ground prong still stuck in the outlet. A work order will be placed to service this electrical issue before the laptops are usable again. Luckily for CISE, the class that typically uses these computers is no longer in need of them at this stage of the semester. What this does however, is make getting that cart fixed a priority before the start of the fall semester.

In conclusion, the author stresses that even the best of plans should contain an ample amount of “wiggle room” to adapt to changing needs. Keeping current technology up and running must be handled simultaneously with planning renovations and upgrades.

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