

**College of Education
Instructional Technology Plan
2005-2007**

March 5, 2004

Mission

The College of Education of the University of Georgia has a public contract with the citizens of the state and nation to define and achieve its land and sea grant, level one research missions. That responsibility is to provide the highest level of leadership in furthering education and life long learning for all citizens. This mission must be pursued at local, state, national, and international levels and it must permeate academic preparation programs, community collaborations and partnerships, and the domains of teaching, research, and service.

The College of Education of the future will be known for its systematic inquiry, the scholarship of teaching, and the commitment to service through partnerships as guiding principles for our actions. We have established core principles as a way to express our dedication to excellence in education at all levels.

Vision

The College of Education at the University of Georgia will be known for outstanding scholarship, leadership, collaboration, contribution, and excellence in education in order to revitalize education and learning and promote the general welfare of a democratic society. (<http://www.coe.uga.edu/mission.html>)

Office of Information Technology Mission

The mission of the Office of Information Technology is to provide leadership and support to the College of Education through best practices in the effective use of technology for teaching and learning, research, outreach, and administrative programs.

COE Instructional Technology Goals

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 should not drive instruction, but appropriate technologies should be available for use in enriching the instructional process.

All learning environments will be equipped with, or have easy access to, contemporary instructional technology.

Faculty, staff and students will have access to portable technologies that will be used off-campus in fulfilling the missions of teaching, research and service.

The legal requirements of one package or license per machine will be followed in providing for software needs. Faculty, staff and students will have access to a range of basic software programs.

College of Education graduates should be exposed to the most advanced technology specific to their profession to ensure their ability to secure employment, function competently, and provide leadership.

Hardware and software used for teaching, research and service will be updated on a regular basis and at a minimum every three years. Updating will be more frequent in program areas where state-of-the-art technology is critical to effectiveness.

The College will provide state-of-the-art security to prevent the loss of, and ensure uninterrupted access to, technology and information.

The College will provide an adequate number of support personnel to install, maintain, repair and provide assistance with technology.

Faculty, staff and students will be provided with an adequate opportunity to update or gain new technology skills and knowledge.

Decisions about allocation of resources will be made in an objective, fair, inclusive, and equitable manner in order to provide optimal use of technological resources within the college. (<http://www.coe.uga.edu/techgoals/goalswork.html>)

Rationale

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). “NCATE’s standards expect accredited schools of education to provide adequate access to computers and other technologies, and expect faculty and candidates to be able to use technology effectively as a teaching tool.” (<http://www.ncate.org/pubs/diff.pdf>)

The International Society for Technology in Education (ISTE) has developed standards for technology skills for students, teachers, and administrators. These standards cover six competency areas: basic computer skills, information literacy skills, productivity skills, communication skills, problem solving skills, and social and ethical concepts. Colleges of education must provide the opportunity for pre-service and practicing teachers and administrators to learn these skills in a technologically rich environment in order to integrate technology and curriculum so that students learn technology competency. (<http://www.iste.org>)

Process

In the fall, 2001, the COE Technology Advisory Council consisting of faculty, undergraduate and graduate students developed strategies for instructional technology that would support the college mission and vision. The council recommended a tiered system for spending Student Technology Fees. The tiers represented strategies for:

- Allocating dollars to provide maximum impact to students
 - Identification of technology for classrooms, labs, centralized check-out, infrastructure, departmental needs, and innovation
 - Structure to distribute technology equitably at Aderhold, Ramsey and River's Crossing
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- Tier 1 - Basic Technology Infrastructure to support student needs (sufficient hardware for students to have timely and high speed connections to the Internet, items like classroom hubs, drops and switches)
 - Tier 2 - Computer Laboratories (instructional/open laboratories for student use) and classroom needs (equipment/technology needed to support student instruction and student presentations)
 - Tier 3 - Centralized/Common Use Equipment for student checkout (portable computers, digital cameras, etc.)
 - Tier 4 - Specialized Departmental Needs
 - Tier 5 - Experimentation to improve student access and use of technology (wireless technology, voice recognition software, etc.)

Instructional Technology Planning Events

Fall of 2002, OIT staff inventoried lab, classroom, and Media Services technology. Software licenses were reviewed and identified for upgrades when appropriate. Departmental requests for software were identified and added to lab configurations where appropriate. Strategies for replacement of hardware were developed based on a three year replacement plan.

Departmental requests for consideration were collected in December, 2003 and January, 2004.

A three year plan was developed for instructional technology with a focus on lab technology, software compliance, classroom technology, centralized equipment technology, infrastructure, and experimentation to improve student access and use of technology.

On March 4, the Technology Advisory Council reviewed the three-year plan and prioritized special project/program requests.

The recommended COE Instructional Technology plan was presented to and approved by the Dean of the College of Education, Dr. Louis Castenell.

The COE Student Technology Fee Request was delivered to Dr. Dennis Calbos, Interim CIO and Associate Provost on March 8, 2004.

The estimate for implementing the 2004-05 Tier 1-3 COE Instructional Technology Plan is \$330,914. Tier 4 and Tier 5 initiatives were submitted as Student Technology Fee Project/Program Requests.

COE Technology Plan 2005-2007

Nature of Initiative: Tier 1 – Basic Technology Infrastructure.

Location and Departmental Affiliation: COE

Infrastructure improvements will be located at River's Crossing, Ramsey, and Aderhold. Backup equipment for the wireless network and for the instructional servers will be purchased as needed.

Number of students: 19 departments, 5,345 students (Fall 2003 enrollment)

Estimated Cost and Source of Funding:

Description	2004-2005	2005-2006	2006-2007
Wireless	\$3,500	\$3,500	\$51,000
Instructional Servers	\$500	\$10,500	\$500
Network Upgrades	\$80,000	\$80,000	\$60,000
Total	\$84,000	\$94,000	\$111,500

Benefiting courses or activities: Adequate infrastructure is required to allow timely access to resources for students in classrooms, laboratories, and graduate student offices.

Nature of Initiative: Tier 2 – Computer Laboratories (Instructional/Open Laboratories for Student Use).

Location and Departmental Affiliation: COE

Aderhold Computer Laboratories: 227, 228, 233, 616, 618

Ramsey Computer Laboratories: 214

River's Crossing Laboratories: 135, 143, 156

Number of students: 19 departments, 5,345 students (Fall 2003 enrollment)

Estimated Cost and Source of Funding:

Description	2004-2005	2005-2006	2006-2007
Computers – 3 year replacement	\$66,200	\$87,400	\$89,800
Projectors – 3 year replacement	\$3,500	\$10,500	\$17,500
Software Upgrades and New Applications – includes shared departmental requests	\$33,825	\$38,000	\$58,415
Sound Systems and Control Panels – install or upgrade	\$0	\$11,100	\$11,100
Printers and Scanners – 3 year replacement	\$5,100	\$3,200	\$0
Total	\$108,625.00	\$150,200.00	\$176,815.00

Benefiting courses or activities: The COE developed a systematic plan for rotating new hardware and software into our laboratories every three years. The three year old equipment and software, when relevant, is moved into other areas such as graduate student mini labs, graduate teaching assistant work areas, and other student work areas. This plan has created the opportunity to provide access for our students as they use technology for project development, communication, access to instructional resources, and collaboration. The labs provide the most cost effective way to provide these resources to the largest number of students.

The labs also provide a way for the college to create an instructional environment for our students to learn and practice integrating technology into instructional practice. Our graduates will be responsible for creating classroom activities where students learn academic knowledge and technical skills. This strategy also supports NCATE standards with a focus on technology and technology competency for teachers as identified by ISTE.

Nature of Initiative: Tier 2 – Classroom Technology.

Location and Departmental Affiliation: COE

Aderhold Classrooms: 102, 112, 114/115, 116/117, 119, 306, 317, 319, 401, 409, 411, 412, 417, 418, 430/432, 520, 531, 581, 601, 613, 625, 626, 627, 631

Ramsey Classrooms: 114, 202, 203/204, 205/206, 213, 224, 225

River’s Crossing Classrooms: G-62, G-63, GSAMS, G-64, 113, 129, 139

Number of students: 19 departments, 5,345 students (Fall 2003 enrollment)

Estimated Cost and Source of Funding:

Description	2004-2005	2005-2006	2006-2007
Aderhold Classroom Technology Standard Including LCD Projector, Control Panel, Television, VCR, OHP, Screen, and Computer – Three Year Replacement	\$24,900	\$59,000	\$40,600
Ramsey Classroom Technology Standard Including LCD Projector, Control Panel, Television, VCR, OHP, Screen, and Computer – Three Year Replacement	\$9,900	\$7,400	\$33,500
River’s Crossing. Classroom Technology Standard Including LCD Projector, Control Panel, Television, VCR, OHP, Screen, and Computer – Three Year Replacement	\$16,400	\$16,120	\$8,400
Total	\$51,200.00	\$82,520.00	\$82,500.00

Benefiting courses or activities: The COE developed a standard for classroom technology and a three year replacement plan. Students benefit from access to technology in the classrooms as they share information, collaborate on projects, demonstrate instructional strategies, and learn to integrate technology and curriculum.

A standard classroom configuration with control panels will increase productivity and access to information and create more reliable access to the appropriate technology.

This strategy also supports NCATE standards with a focus on technology and technology competency for teachers as identified by ISTE.

Nature of Initiative: Tier 2 – Totals

Description	2004-2005	2005-2006	2006-2007
Computer Laboratory Total	\$108,625.00	\$150,200.00	\$176,815.00
Classroom Technology Total	\$51,200.00	\$82,520.00	\$82,500.00
Tier 2 Total:	\$159,825.00	\$232,720.00	\$283,651.00

Nature of Initiative: Tier 3 – Centralized Media Services/Common Use Equipment (Student Checkout)

Location and Departmental Affiliation:
 Aderhold Media Services (COE)
 Ramsey and River's Crossing (COE)

Number of students: 19 departments, 5,345 students (Fall 2003 enrollment)

Estimated Cost and Source of Funding:

Description	2004-2005	2005-2006	2006-2007
Media Services Checkout Equipment such as Laptops, Camcorders, Storage Devices, Transcribers, Recorders, External Hard Drives, Digital Cameras	\$59,094	\$42,380	\$50,000
IP Videoconferencing Upgrade (Cameras and CODEC)	\$0	\$0	\$0
Editing Suite – Digital Video Software Upgrade, Storage Devices	\$28,000	\$8,000	\$7,000
Total	\$87,094.00	\$50,380.00	\$57,000.00

Benefiting courses or activities: COE provides a centralized checkout of equipment for students. These items, such as laptops, digital cameras, external storage devices, and transcribers, etc., are used by the students for a variety of projects related to instruction. The process maximizes the impact of equipment

because it is used when needed and is accessible to the entire COE student population. Technology fees provide the means to purchase and upgrade equipment.

The College of Education editing suites are used by students to create video and multimedia presentations as part of their classroom participation. Additionally, students build portfolios that capture examples of teaching strategies that can be shared with classmates.

K-12 schools have identified communication skills and technology competencies required of students. Our pre-service and practicing teachers must have the experience creating and using video and multimedia elements in order to lead these efforts in their classrooms.

Nature of Initiative: Tier 4 – Departmental Requests

Location and Departmental Affiliation: COE Departments (See Attachment: Projects/Program Requests)

7 Project/Program Requests (Priority Ranked)

7 of the 7 requests will be accessible to students with special needs

Number of students:

- COE Centralized Wireless Laptop and PDA Resource - impact 19 departments, 5,345 students (Fall 2003 enrollment).
- South Campus Wireless Project (Aderhold) - impact 19 departments, 5,345 students (Fall 2003 enrollment).
- Accessibility Computer Station and Software for 233 Aderhold, - impact 19 departments, 5,345 students (Fall 2003 enrollment).
- Using Technologies to Develop Literacy in Children Experiencing Difficulty Reading and Writing - impacts 50+ students per year and 60 courses,
- Technology Integration in Social Studies Teacher Education - impacts 75 pre-service teachers
- Graduate Students in Recreation and Leisure Studies – impacts 36 graduate students
- Speech and Hearing Clinic – impacts approximately 100 undergraduate and 60 graduate students

(See Attachment: Projects/Program Requests)

Project/Program Name	COE Priority	Accessible to Students with Special Needs	Department	Total Cost	Funding Source
COE Centralized Wireless Laptop and PDA Resource	1	Yes	College of Education	\$14,000	STF – Project Program Request
South Campus Wireless Project (Aderhold)	2	Yes	College of Education	\$10,000	STF – Project Program Request
Accessibility Computer Station and Software for 233 Aderhold	3	Yes	Special Education	\$4,225	STF – Project Program Request
Using Technologies to Develop Literacy in Children Experiencing Difficulty Reading and Writing	4	Yes	Reading Education	\$2,695	STF – Project Program Request and possibly Reading Clinic Funds
Technology Integration in Social Studies Teacher Education	5	Yes	Social Science Education	\$33,000	STF – Project Program Request
Graduate Students in Recreation and Leisure Studies	6	Yes	Recreation and Leisure Studies	\$6,425	STF – Project Program Request
Speech and Hearing Clinic	7	Yes	Communication Sciences and Disorders	\$12,926.50	STF – Project Program Request

Benefiting courses or activities: Departmental requests provide the means to address specialized needs or improvements that target disciplines, technology enhancements, or flexible delivery of instruction. COE requests for technology have exceeded the funding provided through the student technology fee allotment based on COE enrollment and credit hour production. Departmental requests that could be served through classroom technology, labs, and Centralized Media Services/Common Use Equipment were incorporated into Tiers 1-3. Requests that focused on unique needs, benefited the university as a whole, or introduced new means of access, such as wireless networking, were collected and are presented as Student Technology Requests. Additional information on impact is included in project worksheets.

Nature of Initiative: Tier 5 – Experimentation to Improve Student Access and Use of Technology

Initiatives with a focus on experimentation to improve student access and use of technology have been priority ranked in the special projects/programs under Tier 4, Departmental Requests. These projects include:

- COE Centralized Wireless Laptop and PDA Resource
- South Campus Wireless Project (Aderhold)
- Accessibility Computer Station and Software for 233 Aderhold,

The COE Technology Advisory Committee recommends consideration for funding through the Student Technology Fee Request process. See attached documentation including cover sheet, summary sheet, and individual project worksheets.

Evaluation

OIT will evaluate the planning, implementation, and support for instructional technology. The method of evaluation will include:

- Timely and within budget purchasing, installation, and training required for hardware, software, and infrastructure
- OIT evaluation of support through online evaluation – Fall, 2003 and Spring, 2004
- Six month report to COE Technology Advisory Council
- Evaluation of COE Technology Plan – January, 2004, COE Technology Advisory Council
- Recommendations for improvement and year 3 implementation – March 2004, COE Technology Advisory Council

**Addendum
College of Education
Project Worksheets
for
Student Technology Fee
Projects/Program Requests**

**Student Technology Fee for 2004-05
Project or Program Request Worksheet**

1) Project or program name: Wireless Laptop and PDA Resource

2) Department or unit: College of Education

3) Brief description of request: Through this pilot, the College of Education would like to develop practical teaching skills that will aid future teachers in moving instruction from a fact oriented memorization model to more of an issue oriented problem solving endeavor. All content areas have a need for this resource as we attempt to prepare teachers for future models of learning and technology use. This resource will provide an example for innovative ways to integrate technology into their curriculum.

4) Evidence of student need, starting with number or percentage of students or courses served: Virtually every course offered in our college, which includes 19 departments, 5,345 students (Fall 2003 enrollment), has a need for training teachers to manage small group instruction of the type described above. This resource will be available to instructors for reservation for one-time use or recurring use based on their class schedules.

5) Total cost: \$14,000

6) Detailed budget: Include all items required for this project or program:

Item Requested	Quantity	Unit Cost	Total Cost
PC Laptop Computers (5)	5	\$2,000	\$10,000
Handheld PDAs	5	\$400	\$2,000
Storage and Charging Cart	1	\$2,000	\$2,000
Total Request			\$14,000

7. Briefly describe additional funds available for this project, if any: Support of the laptops and PDA's will be handled through the Office of Information Technology. Basic software will be provided through the Microsoft Campus Agreement.

8. Will this project be accessible to students with disabilities? If not, please explain. Yes, The selection of Windows OS and PCs provides options to increase access to students with disabilities through the accessibility features that modify keyboard and mouse control.

9. Please attach any other supporting information regarding this request.

**Student Technology Fee for 2004-2005
Project or Program Request Worksheet**

- 1. Project or program name:** South Campus Wireless Project (Aderhold)
- 2. Department or unit:** Office of Information Technology – College of Education
- 3. Brief description of request:** In an effort to adhere to the Provost’s vision of a wireless campus, The College of Education requests funding for the purchase, installation, and configuration of wireless access covering the green space adjacent to the Aderhold building. The wireless “cloud” outside of Aderhold will provide students with the same robust learning environment that is already available at Herty Field. Our request includes a commitment to adhere to the UGA Wireless Guidelines put forth by the Wireless Committee and provide students with the ease of “PAWS” authentication.
- 4. Evidence of student need, starting with number or percentage of students or courses served:** The College of Education has approximately 5,000 students. Aderhold, the main building for the COE, does not have a student “lounge” that can accommodate more than a handful of students. For this reason, the green space adjacent to Aderhold is a popular gathering place for large amounts of students throughout the day.
- 5. Total cost:** \$10,000
- 6. Detailed Budget – Include all items required for this project or program:**

Item requested	Total Cost
Exterior wireless access points and networking access to point of access	\$10,000.00

- 7. Briefly describe additional funds available for this project, if any:**
- 8. Will this project be accessible to students with disabilities? If not, please explain.** Yes
- 9. Please attach any other supporting information regarding this request.**

**Student Technology Fee for 2004-05
Project or Program Request Worksheet**

1) Project or program name: Mobile Accessibility Computer Station and Software for 233 Aderhold Hall

2) Department or unit: Special Education and College of Education

3) Brief description of request: The Department of Special Education utilizes accessibility software throughout their curriculum. They familiarize their students with the variety of accessibility options that are available to them as teachers of students with special needs. By adding a PC and a variety of accessibility software to 233 Aderhold (currently a Mac lab), the Department of Special Education could utilize this as a resource for their students to work with this software individually or in groups. This request will also provide an accessibility station to students that require this software to fulfill their degree requirements. The station will be housed in room 233, but will be placed on an accessible workstation cart that can be moved from the room if needed by a student with special needs.

4) Evidence of student need, starting with number or percentage of students or courses served: Not only would this request meet the needs of the Department of Special Education, it would also provide an accessibility station to the students in Aderhold and around the south campus area.

5) Total cost: \$4,224.95

6) Detailed Budget: Include all items required for this project or program:

Item Requested	Quantity	Unit Cost	Total Cost
Dell Desktop Computer	1	\$1,220.00	\$1,220.00
JAWS 5 Standard	1	\$895.00	\$895.00
Kurzweil	1	\$1,095.00	\$1,095.00
ZoomText	1	\$589.95	\$589.95
Wynn	1	\$425.00	\$425.00
Total Price:			\$4,224.95

7. Briefly describe additional funds available for this project, if any: The College of Education currently has an accessible workstation cart that is being used for a stationary system in the Ramsey Center. We will use this cart for this station so that it can be more accessible if needed.

8. Will this project be accessible to students with disabilities? If not, please explain. Yes

9. Please attach any other supporting information regarding this request.

Student Technology Fee for 2004-05 Project or Program Request Worksheet

1) Project or program name: Using Technologies to Develop Literacy in Children Experiencing Difficulty Reading and Writing –Dr. Michelle Commeyras, Dr. Linda Labbo, Ms. Jane Middleton, Ms. Tanya Dwight, Ms. Tammy Ryan, Ms. Nancy Edwards, Ms. Kathleen Waugh, & Mr. Gary Fogarty, the Reading Clinic and the three courses associated with it.

2) Department or Unit: Department of Reading Education and more specifically The Reading Clinic from Professor Michelle Commeyras (michelle@coe.uga.edu)

3) Brief description of request: The Department of Reading Education at the University of Georgia desires to extend its current, varied activities to assist childrens' development as readers and all the language areas that relates to reading. Specifically we have begun research to explore the use of supportive technologies in the teaching of reading and writing. We purchased a single user version 6 of TextHelp Read and Write. We have explored its use but the exploration is limited because it is only on one computer. Yet we currently have 17 graduate students in READ 6020 and seven doctoral students doing case study research with children experiencing serious reading problems. The potential of the software seems significant in working with children who are having great difficulty with decoding words, spelling and writing. Our teaching and researching goals would be greatly advanced if we could purchase a school license and put TextHelp Read and Write on computers in the Aderhold Labs where our tutors often work with children and in our Reading Clinic rooms and graduate student offices.

4) Evidence of student need, starting with number or percentage of students or courses served

Children = approximately 50 per year; UGA students = 60+

Courses served:

READ 6020: Children with Reading Problems

READ 7020: Practicum in Clinical Reading

READ 9020: Advanced Topics in Reading Problems

Graduate students enrolled in these three courses tutor children in Aderhold offices and computer labs where they would use the TextHelp Read and Write Program.

5) Total cost: A school license for either version would serve our needs.

Read&Write 7 (GOLD) School License US\$2695

Read&Write 7 School License US\$1295

6) Detailed budget – include all items required for this project or program:

There are currently two versions of TextHelp Read&Write. We would be well served with a school site license for either one. The Gold version is our first choice but it is more expensive.

Read&Write (v7) Standard is a discreet, integrated solution for any Users literacy needs. It has been designed as a ‘floating’ toolbar that will help improve reading & writing skills, with features such as speech feedback, phonetic spell checking, word prediction & homophone support to cover every aspect of the learning spectrum.

Read&Write (v7) GOLD is the ‘one stop solution’ for reading and writing needs, offering the most comprehensive set of support features available to the user with literacy or learning difficulties.

Read&Write (v7) GOLD allows Users to work in a truly inclusive environment using standard Windows applications. This mainstream compatibility means there is no need to learn a whole new way of creating and editing text, as Read&Write (v7) GOLD works seamlessly within Windows applications such as Microsoft Word and Excel.

Read&Write (v7) GOLD will also read PDF documents!

Read&Write (v7) GOLD is a simple to use toolbar that “floats” on top of any open application. Assistance can then easily be called upon as the User works.

Number requested: 1 school site license of either Read&Write (v7) or Read&Write Gold (v7).

Unit Cost/Total Cost:

Read&Write 7 (GOLD) School License US\$2695

Read&Write 7 School License US\$1295

7) Briefly describe additional funds available for this project, if any: The Reading Clinic does have a budget and if need be could pay half of the price of the Read&Write (v7) but not the Gold version.

8) Will this project be accessible to students with disabilities? If not, please explain. Yes!

Read&Write 7 is software that enables blind students to read documents from the Internet. Read&Write Gold 7 supports the scanning of textbooks and papers for the screen reader.

9) Please attach any other supporting information regarding this request.

Attached is a prospectus that gives more background on the research and instructional initiative that is part of the reason for this request.

Prospectus

Using Technologies with Children Experiencing Difficulty in Reading and Writing

Department of Reading Education University of Georgia

Goal: The Department of Reading Education at the University of Georgia desires to extend its current, varied activities to assist childrens' development as readers and all the language areas that related to reading. Specifically we have begun research to explore the use of supportive technologies in the teaching of reading and writing. It is well documented that an unacceptable number of children are leaving third grade unprepared to read to learn information in subjects such as science, mathematics and social studies. Forty percent of America's 4th grade-students have been judged to read below the basic level (National Assessment of Educational Progress). Too many adults are unable to read well enough to use a bus schedule, identify information from a bar graph, or write a brief letter explaining a billing error (National Adult Literacy Survey). Our goal is to further develop expertise in helping children learn to read through a series of research studies that will contribute substantively to improving teacher education in reading instruction, while providing enhanced opportunities and more effective services to struggling readers locally, regionally, and nationally.

Substance: We are interested in utilizing technologies that were prohibitively expensive a short time ago to provide temporary support, to for students who are having difficulty keeping up with the reading they must do in social studies, science, English, and other school subject areas. "Assistive technologies" are technologies used to enable children experiencing various obstacles to reading and participating in educational activities, at levels commensurate with their peers. One example of assistive technologies is converting text to speech for visually-impaired students. Another example are hyperlinked dictionaries and thesaurus with multimedia information about word meanings, which might be useful to all students, but especially useful, for example, to students for whom English is not their first language. These technologies can also facilitate more in-depth processing of information and study skills such as note-taking and organizational processes. Further, there is software that assists with written expression including voice recognition and word prediction for word retrieval and spelling difficulties.

Unfortunately, despite promising potential and increasingly widespread use, the research base for understanding the effective use of assistive technologies is sparse. Much of research on assistive technologies has occurred in neuropsychology, special education, and instructional technology. While this research is informative researchers and practitioners who specialize in the pedagogy of reading and have expertise in working with children having

problems need more research. The participation of experts in literacy education is sorely needed to investigate systematically and scientifically the use of these technologies with children experiencing difficulty in reading and writing.

What We Have Done: We have begun teaching new and experienced K-12 teachers about integration of new technologies and will expand this effort now that we have purchased some assistive technology software. This teaching presently occurs within a graduate course titled “Teaching Children with Reading Difficulties.” The course is required for all those pursuing a Master’s degree in Reading Education. The course also attracts teachers from other graduate degree programs (Elementary Education, Language Education, Speech Communication). A key component of the course is on-site work in the Department’s Reading Clinic where we assess and tutor children who have been referred to the Clinic for instruction. We recently remodeled some building space to create four rooms to house state of the art assistive technology workstations. Each of these tutoring rooms is equipped with one-way glass providing observation areas for the continuing education of teachers and data collection for research studies. While we pursue external funding we are doing our best to find surplus computer equipment at the university that would allow us to begin using assistive technologies as soon as possible with children. The challenge is finding computers that have fast enough processors and sufficient memory for the sophisticated software we are using in combination with some we want to purchase.

We are pursuing funding to initiate a program of rigorous, systematic research to understand the circumstances in which assistive technologies might effectively enhance literacy, among children in grades three and beyond who are among a minority of children who have greater difficulty decoding words. Specifically, we will investigate how to match assistive technologies to individual children’s reading and writing needs. Once we ascertain what technologies work best with particular children we want to join with their schools and classroom teachers to coordinate their use. Furthermore we also want to link with their homes and families to facilitate use of the appropriate technologies for homework, and well as independent reading and writing activities. This research is also important to conduct with those adults who are marginally literate (40% of adults in the USA are reading at minimal or basic levels of literacy).

Needs: Our needs include funds to purchase additional software and the computer hardware and scanners to complete our state of the art assistive technological computer workstations. Also important are funds to support doctoral students and faculty to conduct the tutoring and research.. We envision developing a Center for the Study of Assistive Technologies that would link university educators, public school teachers and parents for the benefit of children.

Resources and Qualifications: The Department of Reading Education at the University of Georgia is uniquely positioned to advance research and practice focusing on assistive technologies. First, the Department is recognized nationally and internationally for the quality of its faculty, students, and programs (www.coe.uga.edu/reading).. Its faculty author leading texts and scholarly publications, serve on national/international boards and commissions, and edit the field's leading journals It has an extensive doctoral program that graduates students who obtain positions as scholars at the nation's major universities or who assume a variety of leadership roles in education. Dr. Michelle Commeyras has more than ten years of experience collaborating with a wide variety of educators on research projects.. She currently directs the Department's Reading Clinic for children who are behind their school peers in reading print text. Ms. Jane Middleton has thirty years in special education and is currently pursuing doctoral studies in reading education. Dr. Linda Labbo is head of the department of reading education and is internationally known for her work in using technology to enhance literacy. The UGA Reading Clinic, founded more than 50 years ago, is the longest continuously operating reading clinic in the US. Furthermore, in the College of Education there are faculties with expertise in preparing teachers at all levels, including areas such as language education, speech and language communication, and special education.

Student Technology Fee for 2004-05 Project or Program Request Worksheet

1) Project or program name: Technology Integration in Social Studies
Teacher Education

2) Department or unit: Social Science Education

3) Brief description of request: The purpose of this proposal is to request funds to facilitate and continue technology-related reforms in social studies teacher education programs at the University of Georgia. The Department of Social Science Education has taken a leadership role in the College of Education through its integration of instructional technology in its programs leading to initial certification in secondary social studies. As part of its redesigned student teaching semester, undergraduate and graduate students now complete the Georgia Department of Education INTECH training program. The College of Education Technology Training Center in Athens (ETTC) has shaped the INTECH program both to support the classroom needs of these preservice teachers while they student teach, and to assist in the development of an Electronic Professional Portfolio.

This portfolio assignment (initiated in Fall, 2003) is the capstone experience in the social studies teacher education program, and incorporates GSTEP and National Council for the Social Studies standards for the preparation of beginning social studies teachers (see www.coe.uga.edu/ess/portfolios/classbitmap.html). The Electronic Professional Portfolio has not only served its original purpose for our students as a catalyst for rigorous reflection, but has also facilitated collaboration between educators in the College of Education and those in Georgia Secondary Schools via the collaborative assessment process of the assignment. The portfolio will play a vital role in documenting the strength of the social studies teacher education program during the up and coming National Council for the Social Studies program review, which serves as the basis for program approval in the subsequent NCATE review of the College of Education. Similarly, this assignment also will contribute to the program review initiated at the university level at UGA. For these reasons, Department faculty members have identified continued participation in INTECH and the Electronic Professional Portfolio as crucial priorities in our continued efforts at program reform.

This important collaboration between the Departments of Social Science Education and Instructional Technology, through the ETTC, relies on the provision of laptop computers for those completing student teaching. For example, in the spring, 2004, semester, ETTC has provided laptops to 55 preservice teachers completing their social studies student teaching field experiences and INTECH training. These laptop computers are a vital

component of our reformed program. They allow the students to develop lesson plans at home, and to implement these technology-integrated lessons with their students in social studies classrooms, classrooms that often are limited in technology resources. The laptops make it possible for student teachers to continue their exploration of the software that is introduced during the course. Just as importantly, these laptops provide students the opportunity to engage in semester-long development of the electronic portfolio project in both their school and university settings.

At least 30 of the laptops used to support this project are more than five years old. Maintenance and performance problems associated with these old machines threaten the viability of this valuable program, a high visibility program that showcases the high quality of UGA College of Education programs to a state-wide and national audiences. This student technology fee department request is intended to make sure that such an important reform does not disappear for lack of appropriate, adequate equipment. The cost of replacing these 30 laptops is \$33,000. Any new laptops that are committed to support this program would be maintained by the ETTC. Licensed software for these machines would be made available through ETTC. These laptops would be available for other uses within the COE whenever they are not being used for this program.

4) Evidence of student need, starting with number or percentage of students or courses served: The Department of Social Science Education currently admits 50 undergraduate students each year into a program leading to initial certification Secondary School Social Studies, a program designated as a high demand major. Another 25 students are admitted each academic year into the Department's M.Ed. program that also leads to initial certification in secondary social studies. Typically, this means that 50 undergraduates students per year enroll in ESOC 5460 "Student Teaching in Social Studies," and ESOC 5560 "Student Teaching Seminar." At the graduate student level, another 25 student teachers enroll in ESOC 7460 "Student Teaching in Social Studies," and ESOC 7560 "Student Teaching Seminar."

In order to prepare these 75 preservice teachers to fully meet the goals and standards established by NCATE, NCSS, the State Board of Regents and the Professional Standards Commission, these students need to be able to use advanced technology as an instructional tool, as an integrative component of their curricular content, and as a professional planning, evaluation and collaboration tool. Thus the potential impact of this proposal on the professional development of these preservice teachers is clear. Yet the impact extends beyond our students. The technology preparation of our students serves important "outreach" and "public relations" functions to advertise the high quality of UGA College of Education programs, as UGA-educated teachers assume teaching positions in Georgia public schools. Most importantly, students in

Georgia schools benefit from the ability of our teachers to skillfully apply technology in meeting Georgia Performance Standards in Social Studies.

5) Total cost: \$33,000

6) Detailed budget: 30 laptop computers x \$1,100 unit cost= \$33,000

7) Additional funds available for this project:

8) Accessible to students with disabilities: This project is fully accessible by students with disabilities. The selection of Windows OS and PCs provides options to increase access to students with disabilities through the accessibility features that modify keyboard and mouse control. Additionally, a COE computer station specifically designed for students with disabilities can be used for the creation of content that can be stored on the server.

9) Additional information: Please see attached feedback comments from Social Science Education preservice students who completed this project in the Fall, 2003, semester.

10) Contact information:

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**Student Technology Fee for 2004-05
Project or Program Request Worksheet**

1) Project or program name: Graduate Students in Recreation and Leisure Studies

2) Department or unit: Recreation and Leisure Studies (RLS)

3) Brief description of request: RLS is in need of purchasing additional computers (software and hardware) for graduate student offices. If monies were available once classroom needs are addressed, we are requesting the purchase of four new computers and associated software for multiple graduate student use.

4) Evidence of student need, starting with number or percentage of students or course served: Information from an inventory completed by Mark Walters of the computers available to RLS graduate students indicates that existing computers are being used frequently but are outdated and unable to effectively run newer versions of common software programs. Our graduate student enrollment has expanded to 36 students, many of whom use computers in carrying out their assistantship duties. There is a need to replace out-dated computers and provide adequate technological support for graduate students.

5) Total cost: \$6,425.00

6. Detailed budget:

Item	Number requested	Unit Cost	Total Cost
Pentium 4 Desk Computer	25 RC964420 2	1,219.95	2,439.90
Pentium 4 Lap Top Computer	25 RC964420 2	1,793.27	3,586.54
SPSS	2	100.00	200.00
ADA60WL Acrobat 6.0 Standard	1	28.00	28.00
DA60PWMED CD Media	1	5.00	5.00
Scanner HP ScanJet 4670	1	165.56	165.56

7. Briefly describe additional funds available for this project, if any: None

8. Will this project be accessible to students with disabilities: Yes. The selection of Windows OS and PCs provides options to increase access to

students with disabilities through the accessibility features that modify keyboard and mouse control. Additionally, a COE computer station specifically designed for students with disabilities can be used for the creation of content that can be stored on the server.

9. Please attach any other supportive information regarding this request.
Mark Walters provided quotes for all items requested.

Student Technology Fee for 2004-05 Project or Program Request Worksheet

1) Project or program name: Speech and Hearing Clinic Tech Fee Requests
2004

2) Department or unit: Communication Sciences and Disorders

3) Brief description of request:

Priority A = Critical to operations (Purchase is required to upgrade existing equipment that is critical for service provision or add necessary equipment to provide quality services.)

Priority B = Important to operations (Purchase is needed to improve or expand service delivery.)

4) Evidence of student need, starting with number or percentage of students or course served: Computers in the CMSD student computer lab (approximately 4 years old) need to be upgraded to improve speed and memory capabilities. These computers are in frequent use by CMSD students for all client documentation to meet privacy requirements as specified under HIPAA. This is the only location that students are permitted to complete client documentation due to these privacy requirements.

(1) A laptop is needed to run software programs for client use during therapy sessions as well as to be used by supervisors during student observations to document feedback regarding performance. (2) As the Clinic is increasing in partnering with the local school districts through hearing screenings and developing clinical sites in more public forums such as nursing homes, adult daycare centers, and children's daycare centers, the need for computer access at remote sites is rising. A laptop computer devoted to clinical instruction would provide for word processing, access to instructional materials, and data management at such sites. (3) The Clinical faculty is also called upon to teach undergraduate and graduate classes. A laptop computer would make the transfer of academic materials more efficient when traveling from class to class. This same technology could be used for professional presentations and when speaking to various service organizations in the community.

(1)The University of Georgia Speech and Hearing Clinic uses video cassettes for instructional purposes when teaching graduate and undergraduate courses. Our current systems are older and in need of repair. The Clinic has recently received a grant to upgrade our in-house supervision cameras to digital technology (DVD micro cassettes), so current therapy sessions are being digitally taped for student self-review later on a DVD. We currently do not have a DVD player for students to access to review their clinic sessions. As these sessions are private, protected under HIPAA, review of the DVD's from the tapes must be made in the

clinic. (2) Newer hearing aid and cochlear implant instructional materials are only available on DVD technology. Use of these materials has been complicated by the lack of a DVD player.

Both of the Clinic’s working television sets are over 15 years of age and in need of servicing due to poor video and audio quality. A new television set would be used to view the above-mentioned DVD clinic sessions and instructional materials.

5) Total cost: \$12,926.50

6. Detailed budget:

Priority	Name	Company Contact	Product #	Cost Each	Total Cost
A	Desktop Computers (6)	Dell	OptiPlex GX 270	\$1,219.95	\$7,319.70
A	Laser-Jet Printers (6)	HP	Q1335A#ABA	\$538.00	\$3,228.00
B	Dell D600 Laptop	Dell	Latitude	\$1,905.32	\$1,905.32
B	DVD player	www.circuitcity.com	Panasonic 5-disc DVD/CD with component output	\$123.49	\$123.49
B	Sony 24" flat screen television	www.circuitcity.com		\$349.99	\$349.99

7. Briefly describe additional funds available for this project, if any: None

8. Will this project be accessible to students with disabilities: Yes. The selection of Windows OS and PCs provides options to increase access to students with disabilities through the accessibility features that modify keyboard and mouse control. Additionally, a COE computer station specifically designed for students with disabilities can be used for the creation of content that can be stored on the server.

9. Please attach any other supportive information regarding this request.

**Addendum
College of Education
Technology Advisory Council**

2004 COE Technology Advisory Council

Sandi Glass - OIT - Facilitator – *Non-Voting*
Barry Robinson – OIT
Douglas Holschuh – Student Representative
Jake Klerlein – Student Representative
John Hoge – Social Science Education
Lloyd Rieber – Instructional Technology
Roger Hill – Occupational Studies
Judy Milton – Student Representative
Kristi Leonard – OIT
Scott Smith – OIT
Paul Schlag – Student Representative
Kirk Cureton – Exercise Science

**Addendum
College of Education
2003-2004 Student Technology Fee Summary**

2003-2004 Tech Fee Summary

In 2003, the College of Education's student technology fee allocation was \$303,000. In addition, two of our College's special projects were funded. We received \$30,000 to increase the number of available Horizon Live seats by 25 for a total of 50 seats. Horizon Live session archiving was also added with this funding. In addition, the college-wide wireless initiative was funded through the technology fee special projects request for \$15,000. Because of this funding and the end-of-year funding that was given for the wireless project, all three of the College of Education buildings are completely wireless and are now part of the campus-wide PAWS network.

Total Allocation: \$348,284.00

Special Project Funding: \$45,000

Wireless: \$22,300.80 (opportunity funding)

Horizon Live: \$30,000 (opportunity funding)

Classroom Technology: \$44, 519

- Computers (112, 520, 601, 626 Aderhold, 114, 202, 203/204, 205/206, 213, 224, 225 Ramsey, 139 River's Crossing)
- Projectors (114/115, 116/117, 581 Aderhold, 114, 202, 224 Ramsey, 139 River's Crossing)

Computer Labs: \$75,234.29

- Computers (616, 618 Aderhold)
- Scanners (River's Crossing)
- Projectors (616, 618 Aderhold, 135 River's Crossing)
- Computer Lease/Lease Buyout
- Security Cabling for Projectors

Media Services Checkout Equipment: \$18,348.28

- Checkout Laptops
- Projectors
- VCRs
- Transcribers
- CD-RW Drives
- Video Cameras
- Microphones
- Power Cords/AC Adapters
- Tape Recorders

Video Conferencing: \$30,000

Networking Maintenance and Upgrades: \$45,594

Software: \$41,434.74

- SPSS Annual Fee (G5, 618, 228 Aderhold, 143, 156 River's Crossing, 214 Ramsey)
- SAS Annual Fee (618, 228 Aderhold, 214 Ramsey)
- QSR N6/Nvivo Annual Fee (618 Aderhold, 135 River's Crossing)
- HLM (618 Aderhold)
- EndNote (156 River's Crossing)
- Dreamweaver MX 2004
- Flash MX 2004
- Studio MX 2004 (143 River's Crossing, 616 Aderhold)
- Photoshop CS 8 (228, 616, 618 Aderhold, 143, 156 River's Crossing)
- Photoshop Elements (233, 227 Aderhold, 214 Ramsey)
- Veritas (Server Backup Software)
- DeepFreeze (143 River's Crossing, 616 Aderhold, Classrooms)
- Music Library (Editing Suites)
- Cleaner 6 (Editing Suite)

Miscellaneous (Bulbs, Cables, Projector Mounts, Batteries, Etc.):

\$12,087.25