## CEPS Technology Plan 2002-2003

### Table of Contents

<table>
<thead>
<tr>
<th>SECTION AND TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Executive Summary</td>
<td>1</td>
</tr>
<tr>
<td>2 Mission and Vision Statement</td>
<td>3</td>
</tr>
<tr>
<td>3 History and Overview of CEPS</td>
<td>5</td>
</tr>
<tr>
<td>4 Demographics</td>
<td>7</td>
</tr>
<tr>
<td>5 Development of CEPS Technology Plan</td>
<td>11</td>
</tr>
<tr>
<td>6 Evaluation</td>
<td>15</td>
</tr>
<tr>
<td>7 Technology Integration-ISTE/ISBE Tech Standards</td>
<td>17</td>
</tr>
<tr>
<td>8 TLT Opportunities (Teaching, Learning, Technology)</td>
<td>19</td>
</tr>
<tr>
<td>9 Technology Resources</td>
<td>21</td>
</tr>
<tr>
<td>10 Policies and Procedures</td>
<td>29</td>
</tr>
<tr>
<td>11 Research &amp; Development (Emerging Trends and Technologies)</td>
<td>31</td>
</tr>
<tr>
<td>12 GAP Analysis</td>
<td>33</td>
</tr>
<tr>
<td>13 Budgeting</td>
<td>47</td>
</tr>
<tr>
<td>14 Glossary</td>
<td>49</td>
</tr>
<tr>
<td>15 Appendices</td>
<td>51</td>
</tr>
<tr>
<td>Appendix A Faculty Technology Use Survey</td>
<td>53</td>
</tr>
<tr>
<td>Appendix B K-12 District Technology Use Survey Summary Summer 2002</td>
<td>81</td>
</tr>
<tr>
<td>Appendix C CEPS Techshare</td>
<td>87</td>
</tr>
<tr>
<td>Appendix D Faculty Open Response Survey (2002)</td>
<td>89</td>
</tr>
<tr>
<td>Appendix E CEPS Committee Assignments 2002-2003</td>
<td>99</td>
</tr>
<tr>
<td>Appendix F TLT Passport Series</td>
<td>101</td>
</tr>
<tr>
<td>Appendix G Student Technology Proficiency</td>
<td>105</td>
</tr>
<tr>
<td>Appendix H ISTE National Education Technology Standards for Teachers</td>
<td>107</td>
</tr>
<tr>
<td>Appendix I CEPS Techshare TLT Workshop Descriptions</td>
<td>109</td>
</tr>
<tr>
<td>Appendix J ISBE Technology Standards for All Illinois Teachers</td>
<td>111</td>
</tr>
<tr>
<td>Appendix K Appropriate Use of Information Technology Services Facilities</td>
<td>115</td>
</tr>
</tbody>
</table>
Today's students face a very different world than previous generations and technological advancements are outpacing society's ability to keep up with legal, ethical, and moral consequences that new technologies pose. New frontiers are being opened with the aid of technology in all disciplines. From biomedical advances that offer life saving promises on one hand, to a Pandora's Box of unintended consequences on the other, new technologies are changing the world in which we live.

It has been estimated that collective human knowledge is now doubling every two years. This has profound consequences for the next generation. The 21st Century requires citizens who are capable of knowing how to learn and more importantly, re-learn. Learning technologies are also making it possible for anytime, anywhere, any path, and any place learning and new modes of delivery are changing the way teachers teach, and students learn.

Today we live in a global society that is increasingly linked together by technology and it is imperative to develop a sense of tolerance and respect for all humankind. As witnessed by recent events, technology can be used for good or for evil and democracy can no longer be taken for granted in America. It is important that faculty and students of Eastern Illinois University be afforded the opportunities to explore, learn, integrate, debate, and make the most of technologies that are appropriate to their chosen fields.

Technology is a necessary and powerful tool that empowers learning and is a required component of a modern education. Providing students with opportunities for learning and understanding how to use technology in their chosen professional fields requires well-planned curricula with appropriate access to resources and learning opportunities. The CEPS Technology Plan addresses technology-related issues and needs, identifies current gaps and develops strategies to address gaps, reports on progress toward goals, communicates policies and procedures, and identifies resources available to faculty, staff, and students in the College of Education & Professional Studies at Eastern Illinois University.

This planning document is to be reviewed yearly by the CEPS Technology Committee and adjustments made as necessary.

Tom Grissom and Pat Fewell
Co-chairs, CEPS Technology Committee
Section 2
Mission and Vision

CEPS Unit Mission and Vision Statement

The College of Education and Professional Studies at Eastern Illinois University has a tradition of providing an educational environment that is conducive to interaction, inquiry, and service. The goal of the College is to prepare professionals who will advance the intellectual, physical, psychological and social well being of our pluralistic democracy and global society. Offering preparation in varied fields and on multiple levels of study, the College serves a diverse student body at the undergraduate and graduate levels. The College has a reputation for excellence in its programs, strives to hold students to even higher expectations for learning, and is accountable for quality of academic programs and the assessment of learning.

The College will sustain and create varied partnerships between faculty, students and community agencies, including business, industry and P-12 schools. Administration, faculty and staff are committed to design and implement programs that reflect the changing community. All students participate in field-based experiences that bridge the gap between theory and practice. Students are prepared to be leaders in their professions. They integrate technology effectively and responsibly in their personal and professional lives. Graduates demonstrate respect for the dignity of individuals because they have seen it modeled and integrated in the College experience.

Revised: 3-01-00
Section 3
History and Overview of CEPS

In 1895, the Illinois General Assembly chartered Eastern Illinois State Normal School in Charleston, Illinois, with the express purpose of preparing teachers and educators to serve in the schools of rural Illinois. Over the years, the normal school grew and changed from Eastern Illinois State Teachers’ College (1921) to Eastern Illinois State College (1947), and to Eastern Illinois University in 1957. In 1951 authority was granted to issue Master of Science in Education degrees and in 1964 a Specialist in Education degree program in Educational Administration was authorized. Although Eastern has emerged over the last hundred years as a comprehensive, multipurpose public institution of higher learning, the preparation of educators (teachers, administrators and school service support staff) continues to be a significant part of its heritage and mission. Currently Eastern graduates the second highest number of teachers in the state. Eastern’s teacher education programs have been continuously accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1957.

Throughout its growth and development, Eastern has continued its commitment to preparing quality teachers and professional educators to serve the schools of the state and the nation. The relentless pursuit of scholarly excellence that began in 1895 has created a residential university of predominantly full-time students. Approximately 10,640 students from nearly all Illinois counties, most of the continental United States and twenty-six foreign countries are enrolled in undergraduate and graduate degree programs designed to develop broadly educated, knowledgeable, skilled, responsible citizens prepared to serve and lead in free societies at home and abroad. Over one third of the students attending Eastern seek certification at the initial or advanced levels to work as teachers, counselors or school administrators with children in P-12 schools.

Eastern is committed to preparing quality educators, hence admission to teacher education is a multi-stage selective process based on a candidate’s academic preparation, performance in field-based professional education, and qualifications as measured by cumulative grade point average and acceptable scores on a test of basic skills. Teacher education at Eastern Illinois University is a collaborative process involving the candidate, the university and the public schools. Throughout the teacher education program candidates receive hands-on clinical experiences working with students and educators in the local schools. Candidates’ knowledge, skills and dispositions are assessed throughout their programs at the initial and advanced levels.

The scholarly foundation of Eastern’s initial certification programs is a strong general education core, focused on developing enhanced literacy and oral communication skills, cultivating ability to think critically and reflectively, and fostering knowledge central to global citizenship. This strong general education foundation is achieved through a structured and prescriptive set of requirements ranging between 47 semester hours for secondary school certification, to 77-85 semester hours for Early Childhood, Elementary Education and Middle-level candidates.
Courses and clinical experiences in the content area majors and professional education are designed to develop in-depth knowledge and skills of candidates in their chosen discipline and to acquire and practice pedagogical skills and dispositions needed to teach this content to students of all backgrounds and abilities in elementary, middle level and/or high schools. To achieve this end, candidates are taught by well-qualified faculty who incorporate appropriate new instructional technologies into their instruction. Throughout the university, teaching is regarded as a primary duty of full-time faculty. Classes are taught by well-qualified, and diverse faculty eminently prepared to use the best practices of their disciplines of knowledge. Professional education programs are designed to enable the candidates to integrate theory and best practice as they apply to teaching and learning in diverse settings. Candidates are provided sequential, structured opportunities to enter professional practice by collaboratively working with expert practitioners in the university and P-12 settings. Clinical experiences foster candidates' development to assure each becomes a technically competent, reflective professional educator, capable of thoughtfully evaluating his/her own work, adaptable, committed to equity, social justice and a process of life-long learning.
## Section 4
### Demographics
Data from Institutional Studies Databook

Teacher Certification Majors (Initial Programs)

<table>
<thead>
<tr>
<th>Major with Teacher Certification Option</th>
<th>FY99 Fall</th>
<th>FY00 Fall</th>
<th>FY01 Fall</th>
<th>FY02 Fall</th>
<th>FY03 Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>58</td>
<td>48</td>
<td>45</td>
<td>47</td>
<td>51</td>
</tr>
<tr>
<td>Music</td>
<td>119</td>
<td>104</td>
<td>108</td>
<td>96</td>
<td>92</td>
</tr>
<tr>
<td>English</td>
<td>197</td>
<td>175</td>
<td>156</td>
<td>150</td>
<td>169</td>
</tr>
<tr>
<td>Speech Communications</td>
<td>17</td>
<td>21</td>
<td>20</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>11</td>
<td>12</td>
<td>11</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Foreign Language - French</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language - Spanish</td>
<td>21</td>
<td>24</td>
<td>24</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Social Science (combined without History)</td>
<td>88</td>
<td>80</td>
<td>88</td>
<td>95</td>
<td>108</td>
</tr>
<tr>
<td>Social Science - No Designation (CAH)</td>
<td>88</td>
<td>80</td>
<td>88</td>
<td>95</td>
<td>98</td>
</tr>
<tr>
<td>Social Science - Geography Designation (COS)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social Science - Political Science Designation (COS)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social Science - Sociology Designation (COS)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social Science - Psychology Designation (COS)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>History (Fall 2002 includes new HIS w/SOS TC)</td>
<td>155</td>
<td>150</td>
<td>120</td>
<td>119</td>
<td>170</td>
</tr>
<tr>
<td>Psychology</td>
<td>53</td>
<td>37</td>
<td>13</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Career &amp; Technical Education - Business Education</td>
<td>62</td>
<td>50</td>
<td>47</td>
<td>47</td>
<td>48</td>
</tr>
<tr>
<td>Career &amp; Technical Education - Family &amp; Consumer Sci</td>
<td>21</td>
<td>27</td>
<td>39</td>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td>Career &amp; Technical Education - Technology</td>
<td>21</td>
<td>21</td>
<td>18</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>Career &amp; Technical Education - Unidentified</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>182</td>
<td>145</td>
<td>153</td>
<td>121</td>
<td>115</td>
</tr>
<tr>
<td>Elementary</td>
<td>1131</td>
<td>1056</td>
<td>917</td>
<td>991</td>
<td>1039</td>
</tr>
<tr>
<td>Middle Level</td>
<td>59</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>61</td>
</tr>
<tr>
<td>Special Education</td>
<td>348</td>
<td>351</td>
<td>307</td>
<td>285</td>
<td>321</td>
</tr>
<tr>
<td>Physical Education (K-12 Certification)</td>
<td>123</td>
<td>113</td>
<td>110</td>
<td>109</td>
<td>130</td>
</tr>
<tr>
<td>Physical Education (6-12 Certification)</td>
<td>106</td>
<td>85</td>
<td>80</td>
<td>85</td>
<td>134</td>
</tr>
<tr>
<td>Health Studies</td>
<td>35</td>
<td>30</td>
<td>33</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>Math</td>
<td>89</td>
<td>73</td>
<td>73</td>
<td>69</td>
<td>86</td>
</tr>
<tr>
<td>Sciences (all Sciences)</td>
<td>111</td>
<td>120</td>
<td>99</td>
<td>91</td>
<td>85</td>
</tr>
<tr>
<td>Biological Science (old program)</td>
<td>95</td>
<td>103</td>
<td>82</td>
<td>76</td>
<td>59</td>
</tr>
<tr>
<td>Chemistry (old program)</td>
<td>7</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Physics (old program)</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
### Teacher Certification Majors (Intial Programs)

#### Fall Headcounts- (Continued)

<table>
<thead>
<tr>
<th>Major with Certification Option</th>
<th>DECLARED MAJORS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY99 Fall 1998</td>
</tr>
<tr>
<td>Communication Disorders - UG *</td>
<td>139</td>
</tr>
<tr>
<td>Communication Disorders - Grad (Initial Program)</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>3192</td>
</tr>
<tr>
<td></td>
<td>FY99</td>
</tr>
<tr>
<td>Total without CDS</td>
<td>3009</td>
</tr>
<tr>
<td>Total College of Arts &amp; Humanities</td>
<td>668</td>
</tr>
<tr>
<td>Total College of Business &amp; Applied Sciences</td>
<td>104</td>
</tr>
<tr>
<td>Total College of Education &amp; Professional Studies</td>
<td>1984</td>
</tr>
<tr>
<td>Total College of Sciences</td>
<td>436</td>
</tr>
<tr>
<td>Total College of Sciences without CDS</td>
<td>253</td>
</tr>
<tr>
<td>Initial Teacher Cert as % of Enrollment (w/o CDS)</td>
<td>33%</td>
</tr>
<tr>
<td>Undeclared Majors</td>
<td>1181</td>
</tr>
</tbody>
</table>

Notes:
1) These numbers do not include Post Bac Teacher Certification Candidates
2) CDS Teacher Certification only available at the Graduate Level and effective Fall 2002 is no longer an initial program
3) In 1997, COTE approved a revised admission and selection system which was implemented in Fall 1998. The goals of this system were to increase the quality of pre-service teacher education candidates and stabilize their numbers to match the resources available to serve, particularly in the expanded field-based experiences required for certification. A target of 275 student teachers per semester was set. The planned enrollment decline in teacher education reached its target in FY01 and the stable number of student teachers is anticipated for FY02. Selection was changed again in Fall 2002 to require the Basic Skills Test and 2.65 GPA.
4) Estimated Actual Majors is based on using % declared majors in each program.
5) Projected Future years UG Enrollment is based upon prior year+1900 New Fresh + 900 New Transfer - 2200 Graduating Students

Assumes constant % of students selecting Teacher Certification

Date: November, 2002 - Source: Institutional Studies Databook
### Professional Education Majors (Advanced Programs)

#### Fall Headcounts

<table>
<thead>
<tr>
<th>Graduate Programs Leading to Advanced Certification</th>
<th>FY99 Fall 1998</th>
<th>FY00 Fall 1999</th>
<th>FY01 Fall 2000</th>
<th>FY02 Fall 2001</th>
<th>FY02 Fall 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Administration (M.S. in Ed.-General Admin)</td>
<td>214</td>
<td>199</td>
<td>191</td>
<td>237</td>
<td>285</td>
</tr>
<tr>
<td>Educational Administration (EDS.-Superintendents End)</td>
<td>76</td>
<td>58</td>
<td>64</td>
<td>73</td>
<td>117</td>
</tr>
<tr>
<td>Counseling &amp; Student Development (School Counseling)</td>
<td>50</td>
<td>60</td>
<td>56</td>
<td>62</td>
<td>70</td>
</tr>
<tr>
<td>School Psychology</td>
<td>29</td>
<td>25</td>
<td>27</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Communication Disorders &amp; Sciences (SLI)</td>
<td>44</td>
<td>42</td>
<td>38</td>
<td>40</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>369</strong></td>
<td><strong>342</strong></td>
<td><strong>338</strong></td>
<td><strong>401</strong></td>
<td><strong>501</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Programs in Education without Certification</th>
<th>FY99 Fall 1998</th>
<th>FY00 Fall 1999</th>
<th>FY01 Fall 2000</th>
<th>FY02 Fall 2001</th>
<th>FY02 Fall 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>163</td>
<td>123</td>
<td>109</td>
<td>111</td>
<td>102</td>
</tr>
<tr>
<td>Special Education</td>
<td>38</td>
<td>34</td>
<td>25</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Mathematics</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>201</strong></td>
<td><strong>157</strong></td>
<td><strong>134</strong></td>
<td><strong>123</strong></td>
<td><strong>113</strong></td>
</tr>
</tbody>
</table>

| Total All Graduate Programs in Education              | 570            | 499            | 472            | 524            | 614            |

#### Notes:
1) These numbers do not include Post Bac Teacher Certification Candidates
2) CDS Teacher Certification only available at the Graduate Level yet is initial certificate
3) Graduate numbers do not include teachers who only take courses during summer terms.
4) Natural Science and Mathematics programs are predominately summer programs
5) Content based degree programs which teachers may select are not included
6) For Fall 2002 School Counseling Numbers are an estimate

**Date:** November 2002  
**Source:** Institutional Studies Databook
STANDARD 5: Faculty Qualifications, Performance and Development

- Faculty Qualifications

The Unit, given the size of the enterprise at Eastern, has three types of professional education faculty. Those who hold full-time appointments at the institution and the Unit, those who are full-time faculty at the institution but serve part-time in the Unit (Secondary programs) and part-time faculty appointed in the Unit for a variety of instructional and clinical supervisory duties. The following table gives the general breakdown of Unit faculty by gender and ethnic background.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Professional Education Faculty and Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Full-time Prof. Ed.</td>
<td>Fall 1997</td>
</tr>
<tr>
<td>Male</td>
<td>25</td>
</tr>
<tr>
<td>Female</td>
<td>48</td>
</tr>
<tr>
<td>Caucasian</td>
<td>66</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
</tr>
<tr>
<td>Sub-total</td>
<td>73</td>
</tr>
<tr>
<td>II. Part-time Prof. Ed./full-time EIU</td>
<td>Fall 1997</td>
</tr>
<tr>
<td>Male</td>
<td>16</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
</tr>
<tr>
<td>Caucasian</td>
<td>33</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
</tr>
<tr>
<td>Sub-total</td>
<td>34</td>
</tr>
<tr>
<td>III. Part-time Prof. Ed.</td>
<td>Fall 1997</td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
</tr>
<tr>
<td>Caucasian</td>
<td>20</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
</tr>
<tr>
<td>Sub-total</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>127</td>
</tr>
</tbody>
</table>

Source: ISBE Institutional Reports / AACTE Reports.
Section 5
Development of the CEPS Technology Plan

Over the past three years the CEPS Technology Committee has tackled a variety of issues. The committee has developed and completed three faculty technology use surveys, a technology planning survey, a K-12 technology use survey, implemented numerous professional development activities, developed and completed the student technology proficiency, presented recommendations to the Teacher Education Steering Committee regarding technology, actively pursued ATAC/TEDE grant funding, and given updates on state and national standards efforts. While these have been undertaken on an individual basis it was identified early on that a comprehensive plan needed to be developed to communicate and coordinate matters involving technology within the college effectively. One of the first tasks the technology committee completed in Spring 2000 was the development of a faculty survey that established baseline data on technology use by faculty and determined areas of need. The yearly faculty technology use surveys have guided the CEPS Technology Committee in efforts of professional development and meeting the needs of various departments regarding technology.

CEPS Technology Committee
The CEPS Technology Committee serves in an advisory role to the College of Education and Professional Studies. The committee is involved with technology-related issues that affect CEPS programs. The CEPS Technology Committee is composed of one member from each of the 9 departments (with the exception of student teaching) and also has representation from the Deans office, school & university partnerships, and the Instructional Technology Center. Tom Grissom and Pat Fewell currently serve as co-chairs of this committee.

CEPS Technology Committee members serve as liaisons to their respective departments and are responsible for bringing technology-related issues to the committee and keeping department chairs and faculty updated on business before the CEPS Technology Committee.

For academic year 2002-2003 CEPS Technology Committee representatives are as follows:

- CEPS Deans Office – Tom Grissom – co-chair
- Instructional Technology Center – Pat Fewell – co-chair
- Counseling and Student Development – French Fraker
- Educational Administration – Bev Findley
- Early Childhood, Elementary, and Middle Level Education - Judy Barford
- Health Studies – Shelia Simons
- Physical Education – Jake Emmett
- Recreation Administration – John Pommier
- School Partnerships – Brian Reid
- Secondary Education – Olivet Jagusah
- Special Education – Mark Brown
CEPS Techshare Planning and Sharing Sessions
The past three years CEPS has held a Techshare Planning and Sharing Session to solicit input from faculty and staff regarding technology-related matters. This input has helped determine needs and assisted with planning efforts.

CEPS Techshare is the college's faculty development program. CEPS Techshare consists of periodic workshops and seminars for faculty to update their technological skills and assist faculty with integrating technology into the curriculum.

For more information on the CEPS Techshare program please see Appendix C.

K-12 Participation
K-12 participation has been received through a combination of meetings and surveys. A survey was sent out during the summer of 2002 to area K-12 technology coordinators in the surrounding 20 counties to determine technology use by local districts. K-12 participation is also achieved through other means such as the CEPS Advisory Council, PT3 Advisory Council, and a variety of contacts with Regional Offices of Education, Area Technology Centers, and K-12 school personnel.

Please see Appendix B for the results of the K-12 Technology Use Survey.

CEPS Cross-Committee Work
Because technology-related issues affect many different areas, there is a need for cooperation between various committees within CEPS. The CEPS Technology Committee stands ready to work with other committees on technology-related endeavors. Examples include assistance with state and national technology standards, issues with departmental curriculum committees, the Council on Teacher Education, and the Teacher Advisory Committee. To help facilitate communication between the major CEPS committees, the CEPS Leadership committee was formed in the Fall of 2002 to address cross-committee issues.

See Appendix E for a listing of CEPS Committee membership for the Academic Year 2002-2003.
Other Technology Related Committees and Organizations

There are numerous committees, groups, and organizations that have also contributed to decisions related to and support of technology within the College of Education and Professional Studies. Some of these groups include:

Information Technology Services / Client Services
Center for Academic Technology Support
EIU Technology Enhanced and Delivered Education (TEDE) Committee
EIU Academic Technology Advisory Committee (ATAC)
Regional Office of Education Technology Coordinator Group
Area IV Technology Advisory Committee
PT3 Advisory Committee
Illinois State Board of Education (ISBE)
Illinois Century Network Region 8 User Group
Illinois Virtual Campus
Illinois Virtual High School
International Society for Technology in Education (ISTE)
Numerous specialty departmental organizations

Tom Grissom, the Assistant to the Dean of Academic Computing and co-chair of the CEPS Technology Committee serve as the liaison to other groups regarding technology related issues within the College of Education and Professional Studies. Pat Fewell, CEPS Technology Committee co-chair, serves as the representative for the Area IV Technology Advisory Committee and the Academic Technology Advisory Committee representative.
Baseline Data - Faculty Technology Use Survey

The CEPS Technology Committee has completed surveys of faculty technology use for the past three years. The comparison data between Spring 2000, 2001, and 2002 surveys indicate significant progress is been made in providing opportunities for faculty and staff to increase technology skills.

See Appendix A for the comparative results over the past three years.

Student Technology Proficiency (STP)

The CEPS Technology Committee passed recommendations that were forwarded to the Chairs of Teacher Education regarding a student technology proficiency in December 2001. The STP was developed and piloted in the Spring 2001 semester. The proficiency is a hands-on demonstration of basic computer knowledge and skills. The pilot student technology proficiency is designed to provide an entry-level competency for students entering the teacher education program. Other areas including the CEPS graduate program and other colleges and schools on campus have also expressed an interest in the student technology proficiency. Approximately 125 students piloted the technology proficiency during the spring semester of 2001. Instructors of SED 2000 continued the proficiency for Fall 2001 and Spring 2002 semesters. The results determined the proficiency level for this group of students and results were used to determine whether to expand the proficiency for all entering teacher education students in the fall of 2002. The STP is now a requirement prior to the admission to teacher education program effective Fall 2002.

The proficiency is a hands-on demonstration by students that involves file management, word processing, browsing/searching the Internet and taking a WebCT vocabulary quiz. There is a one hour time limit for the completion of the proficiency by students.

The proficiency is very resource intensive as currently administered and implementing the proficiency to 600-800 students in one semester without additional resources is proving difficult. The Reading Center is providing graduate assistants to help administer the STP and also providing remediation help for those students that require additional assistance.

See Appendix G for more information on the Student Technology Proficiency.
Section 6 Evaluation (continued)

Student Technology Use
Currently the Student Technology Proficiency is used to determine entry-level technology proficiencies. There is a need for more student data related to technology use and skill levels of students. The CEPS Technology Committee will help facilitate this data collection by developing a Student Technology Use survey similar to what the committee has done with the Faculty Technology Use survey. In addition, benchmarks need to be identified along the curriculum path of students to document the meeting of state and national standards. Curriculum issues are handled at the departmental level and each department is unique. The CEPS Technology Committee offers its assistance in assisting with benchmarks and how they can be met as well as developing resources to meet standards if it is deemed appropriate by curriculum committees. Section 7 discusses technology integration issues.
Section 7
Technology Integration - ISTE/ISBE Tech Standards

The CEPS Technology Committee is currently assisting with the integration of ISTE and ISBE technology standards into the teacher preparation curriculum. While departments are responsible for curriculum the CEPS Technology Committee offers assistance with technology-related standards such as those of the International Society for Technology in Education (ISTE) and also the Illinois State Board of Education (ISBE) Technology Standards for All Teachers. The CEPS Technology Committee is available for cross-committee consultation when appropriate and requested. The EIU PT3 grant and TEDE grants are also assisting in efforts to integrate state and national standards throughout the curriculum through course redesign efforts.

Alignment of curriculum to state (ISBE) and national (ISTE) technology standards – currently underway at departmental level

More work is needed in identifying the integration of technology across all CEPS programs. The first steps are to ensure technology integration throughout CEPS courses through the identification of state and national technology standards and the current curriculum. This will be achieved through the review of course syllabi and the identification of where the standards are being met and identifying areas that currently do not exist or are in need of strengthening. Some departments have already reviewed and identified current standards within the department curriculum.

The CEPS Technology Committee is available to assist other committees with identifying, meeting, and assessing technology standards if requested. The CEPS Technology Committee recognizes that responsibility for curricular issues resides at the department level but we offer our assistance with meeting technology standards across the teacher education program.

The COTE committee has asked for program reviews to determine what standards that are being met across teacher education programs. This involves reading, language arts, technology and content standards. If it is determined through program reviews that additional technology-related opportunities outside of course work need to be developed and implemented the CEPS Technology Committee is prepared to take the lead if given this charge.

For the National Educational Technology Standards for Teachers see Appendix H.

For the ISBE Technology Standards for All Illinois Teachers see Appendix J.
CEPS Techshare
The CEPS Technology Committee has played an active role in faculty technology-related professional development. In the Spring of 2000 faculty were surveyed to determine faculty technological needs. The CEPS Techshare program was an outgrowth of these efforts and is now in its third year. Input was solicited from many different sources including the CEPS technology committee, faculty technology use surveys, local school districts, PT3 Advisory council, Regional Offices of Education, Area 4 and Area 6 Learning Technology Centers, Lake Land Community College, and a host of other individuals in higher education and K-12 community.

What is CEPS Techshare?
CEPS Techshare provides an opportunity for faculty and staff of the College of Education & Professional Studies and all others involved in the EIU teacher preparation program to come together to share experiences and participate in professional development activities related to the utilization of technology for the improvement of student learning. CEPS Techshare events are offered on a first-come, first-served basis. The CEPS Techshare program originated from the efforts of the CEPS Technology Committee in the Spring of 2000 and is now in its third year. Yearly surveys of faculty technology use have demonstrated increased faculty comfort level and proficiency in using technology over the past three years.

For more information about CEPS Techshare and a Calendar of Events please see Appendix C.

TLT PASSPORT
The TLT (Teaching, Learning, and Technology) PASSPORT Series is designed for faculty to experience the power of technology and develop new skills in a collaborative environment. Participants bring their TLT PASSPORT to CEPS Techshare events and receive a sticker to document their participation.

The passport is used throughout the year to track where participants have traveled along the way to keeping current with the latest developments in teaching, learning, and technology and used to document faculty professional development efforts.

EIU faculty and other P-16 participants are encouraged to develop cohorts that will allow future collaborative relationships (enabled by technology) to continue after participants have completed the TLT PASSPORT Series core program.

For more information on the TLT Passport Series please see Appendix F.
Student TLT Learning Opportunities

Library Services traditionally offers technology workshops for faculty, staff, and students of EIU. All workshops are free of charge with each session limited to 21 participants. Registration is on a first-come, first-served basis. Workshops include office applications, Internet applications, electronic library resources, and many others. For a current schedule of offerings please visit:

http://www.eiu.edu/~booth/resources/sched.htm

The Preparing Tomorrows Teachers to Use Technology grant also offers periodic student workshops. For more information and a schedule of workshops please visit:

http://www.eiu.edu/pt3/student.htm

The Instructional Technology Center also supports student technology assistance with common application programs in Computer Labs 1430/1440, Buzzard Hall and is staffed for over 90 hours each week.

The Reading Center offers technology remediation assistance for students taking the Student Technology Proficiency. The Reading Center is located in Room 1320, Buzzard Hall.

Coordination of Faculty, Staff, and Student Technology Professional Development / Training

Other colleges have expressed an interest in collaborative efforts with CEPS to provide a more centralized approach to professional development and training activities on campus. Planning discussions are currently underway with the newly formed Center for Academic Technology Support (CATS) and the Instructional Support Specialist in each college to develop a collaborative model of delivery. The CEPS Techshare program, TLT Passport, TLT Brown Bags and other offerings may be expanded and advertised to a wider audience than the College of Education and Professional Studies pending the outcome of current planning sessions with the Center for Academic Technology Support. Benefits to this approach include a wider audience of participants, sharing of teaching duties, and less duplication of efforts across campus.

The Academic Technology Subcommittee of the ATAC Committee is currently developing and collaborating on a training and professional development plan for the university as a whole.
Section 9
Technology Resources

Eastern Illinois University and the College of Education & Professional Studies are committed to providing the resources and services necessary to keep our faculty/staff and students on the leading edge of technology use. Providing technology support is a team effort on campus and knowing what organization to call for a particular problem or question can be confusing. Below is an overview of some of the many technology related resources that are available to faculty/staff and full-time EIU students. When in doubt of who to call for a particular technology question please contact your college’s Instructional Support Specialists.

Instructional Support Specialists
Instructional Support Specialists (ISS) provide frontline technology support to faculty and staff in each of the five colleges at Eastern Illinois University. If you do not know where to start with a technology related problem your Instructional Support Specialist can help.

ISS Services include:
* Liaison to other technology support organizations on campus (ITS, CATS)
* Assistance with faculty/staff email, web, and WebCT accounts
* Technology integration, enhancement, and course redesign
* Training and professional development activities
* One-on-one support and special project assistance
* Web page support
* Basic troubleshooting - (hardware/network problems referred to ITS)

* Support of standardized application software
* Microsoft Office Suite (Word, Excel, Powerpoint, Access, Publisher)
* Web Authoring Tools (Microsoft Frontpage, Macromedia Dreamweaver, Netscape Composer)
* Multimedia production tools (Macromedia Flash, Macromedia Fireworks, Adobe Photoshop, Adobe Acrobat Reader, digital audio/video and streaming technologies)
* Discipline specific software
* Administrative and grant support
* Recommendations for hardware/software purchases
* Resource person for college to serve on various technology committees and planning activities

Instructional Support Specialists (ISS)
Contact Information by College:
* Tom Grissom, 217-581-7856, College of Education and Professional Studies
* Lisa Dallas, 217-581-3716, Lumpkin College of Business and Applied Sciences
* Charles E. Miller, Jr., 217-581-7376, College of Sciences
* Currently vacant, 217-581-2113, College of Arts and Humanities
* Linda Spangler, 217-581-7567, School of Adult and Continuing Education, Booth Library, and The Graduate School
Statement of Eastern Illinois University Policy
Eastern Illinois University has an acceptable use policy for any and all activity that utilizes university networking and computing resources. Please see Appendix K regarding the use of Network Facilities and Services Including World Wide Web (WWW).

ITS HelpDesk (for faculty and staff)
Information Technology Services (ITS) manages a HelpDesk that is available for use by EIU faculty and staff. The ITS HelpDesk manages technical support, installation, and maintenance of personal computers on campus. The phone number for the HelpDesk is (217) 581-4357.

Students should call the Help Desk at (217) 581-4357 with their technical support questions.

phquery
Phquery is a searchable directory of EIU faculty, staff, and students. If you are looking for faculty, staff, or student phone numbers, web address, or email address use the phquery search tool located at:
http://www.eiu.edu/cgi-bin/phquery

Computer Accounts
Faculty/Staff/Student Computer Email/Web Accounts
Every faculty/staff member and all full-time students have access to an EIU email account and 5MB of web server space. Faculty may also apply for their own course accounts and/or sponsor group web accounts for student organizations. Accounts are automatically created for students when they become full-time students. For questions about userid/passwords or to find out more information about your EIU account(s) please call User Services at (217) 581-5171 or visit the User Services website at: http://www.eiu.edu/itsus

Course Web Accounts & Registered Student Organization Web Accounts
Faculty may apply for a separate web account for individual courses. To obtain a course web account please visit http://www.eiu.edu/itsus/account/ and complete and submit the Group Account Form. Registered student organizations require a faculty sponsor.

Listserv Accounts
Faculty may also apply for a listserv account (majordomo) for their courses. A listserv is an automated mailing list that users can “subscribe” to and receive information that is delivered to the users email address. Listservs are a great way of communicating with many people (such as all students in your course). For questions about EIU listserv account(s) please call User Services at (217) 581-5171 or visit the Listserv FAQ section of the User Services website at:
http://www.eiu.edu/itsus/account/majordomo/

Students should call the Help Desk at (217) 581-4357 with their technical support questions.
Computing Resources

Open Computer Labs
Access to microcomputers is distributed throughout the campus in numerous computer laboratories. There are several different classifications of laboratories that are based on their intended use. See Classifications to find out more about these lab facilities.

For a map and a listing of Computer Lab Locations on campus and other information about campus computing facilities please visit: http://www.eiu.edu/~ssblab/

Century 2000 Network
The Century 2000 Network enables students to connect their personal computers directly to Eastern’s campus network and thus to the Internet using a high-speed Ethernet connection. The Century 2000 Network exemplifies Eastern’s commitment to provide better technology in support of students’ growth and education. With a full network/Internet connection, each student will be able to personally join and access the electronic resources of the academic community and the world.

On Campus Student Internet Connections
All on-campus residence halls, including Greek Court, are connected to Eastern’s high-speed Century 2000 network. This connection is not available to students living in private, off-campus housing. For more information please visit: http://www.eiu.edu/connect/faq/

Dial-In Connections
If you do not live in a residence hall that is connected to the Century 2000 Network via an ethernet connection you may want to connect to the Internet using a dialup connection.

For those of you who own a computer and will be dialing into the university to access the Web or your e-mail account, this is a reminder that EIU has a limited number of dial-in lines. These can become very congested due to heavy usage. If you want to guarantee a network connection at any time or need connection for extended periods of time, we suggest that you contact a local Internet Service Provider (ISP). For more information about making a dialup connection at Eastern please visit: http://www.eiu.edu/itsus/faq/connect/

Center for Academic Technology Support (CATS)
The Center for Academic Technology Support provides comprehensive support to faculty with designing, developing, implementing, and evaluating technology enhanced face-to-face courses and technology delivered courses and programs. The Center’s staff promote creative, innovative, and effective use of teaching and learning technologies that actively engage learners in the learning process.
Instructional Technology Center (ITC)
The ITC provides technological support and resources for the College of Education & Professional Studies and the university community at large. Although ITC services are primarily designed for practicing and pre-service educators, they are also beneficial to others.

The Instructional Technology Center manages checkout equipment and mobile computing equipment for classroom presentations. The ITC has available 5 mobile presentation carts, 7 digital still cameras, 5 mini-DV video cameras, VHS cameras, two - mobile Gateway wireless computer carts (16 units each) for faculty checkout.

The ITC also manages a full-time open computer lab facility available for student use. For more information about the ITC please visit: http://www.eiu.edu/~itcceps/

Library/Media Services
Library Services traditionally offers technology workshops for faculty, staff, and students of EIU. All workshops are free of charge with each session limited to 21 participants. Registration is on a first-come, first-served basis. Workshops include office applications, Internet applications, electronic library resources, and many others. For a current schedule of offerings please visit:
http://www.eiu.edu/~booth/resources/sched.htm

Chart of microcomputers supported
The following link is a chart showing the growth in the number of personal computers since 1990 at Eastern Illinois University. The University continues to invest in the latest technologies to provide faculty/staff and students with the most recent in learning technologies.
http://www.eiu.edu/~acquisit/chart.gif
CEPS - TEC's (Technology Enhanced Classrooms)
The College of Education and Professional Studies continues to invest in equipping our classrooms with the latest technologies. All classrooms in Buzzard Hall, Lantz, and McAfee have high-speed Internet access. Five mobile carts with projection units are available for faculty to checkout for use in Buzzard Hall from the Instructional Technology Center. McAfee will also have one computer cart with a laptop and projection unit for classroom use in McAfee that is scheduled to be installed Fall Semester 2002. In Lantz, Health Studies has two mobile carts with Personal Computers connected to projection units.

In addition to the mobile carts mentioned above the College of Education and Professional Studies have equipped the following classrooms to be Technology Enhanced Classrooms (TEC’s) with a ceiling mounted projection unit, VCR, and have a Personal Computer mounted in a podium with high-speed Internet access.

Existing CEPS Technology Enhanced Classrooms
*Buzzard Hall Auditorium, Room 1501
* Buzzard Hall, Room 1103
* Buzzard Hall, Room 1121
* Buzzard Hall, Room 1320
* Buzzard Hall, Room 2160
* Buzzard Hall, Room 2441
* Buzzard Hall, Room 2445
* Buzzard Hall, Room 1430
* Buzzard Hall, Room 1140
* Buzzard Hall, Room 1180
* Buzzard Hall, Room 2439
* Lantz, Room 1033
* Lantz, Room 1150
* Lantz, Room 1160
* Lantz, Room 3401
* Lantz, Room 3409
* Lantz, Room 3871
* Lantz, Room 3881
* Lantz, Room 1140
* Lantz, Room 1620
* McAfee, Room 2621
TLT Training / Professional Development Opportunities
Faculty/staff and students have many opportunities for training and professional development at EIU.

CEPS TechShare
CEPS TechShare provides an opportunity for faculty and staff of the College of Education & Professional Studies and all others involved in the teacher preparation program to come together to share experiences and participate in workshops and training sessions related to learning and technology.

Faculty/Staff Professional Development Lab
- Buzzard Hall, Room 2445
The College of Education & Professional Studies is committed to providing faculty with the resources necessary to be successful in utilizing and integrating the latest learning technologies. A computer lab located in Room 2445 - Buzzard Hall is dedicated for providing professional development opportunities for faculty & staff. Keeping faculty current with the latest technologies ensures that our students will receive the most up-to-date developments in a changing world.

For more information on CEPS TechShare and a schedule of events please see Appendix C.
Campus Initiatives and Committees

Virtual Course Environment Initiative - WebCT
The Virtual Course Environment website provides a listing of scheduled workshops and other resources. All EIU faculty have access to WebCT accounts that allow faculty to develop technology enhanced and delivered education courses. For more information on VCE please visit: http://www.eiu.edu/vce/

ATAC (Academic Technology Advisory Committee)
The Academic Technology Advisory Committee (ATAC) serves as an advisory committee to the university community. The ATAC committee is responsible for awarding grant funding generated from student technology fees and other university wide technology issues. The Instructional Technology Enhancement grants provide funding opportunities to improve and enhance the educational experience at EIU. For more information about ATAC please visit: http://www.eiu.edu/atac

CEPS Technology Committee
The CEPS Technology Committee is involved with college level technology issues. The committee is currently working on establishing a student technology proficiency and also working to provide faculty professional development opportunities related to ISTE and ISBE standards as well as the latest in learning technologies.

TEDE (Technology Enhanced and Delivered Education)
Changed name to TEAM in Fall 2003 (Technology Enhanced And Managed)
Another major project began in Fiscal Year 2001 is the Technology Enhanced and Delivered Education (TEDE) initiative. This initiative has set aside $500,000 this year and will be funded in the future. This initiative provides funding for faculty to improve and enhance the classroom experience with learning technologies and also provides release time for faculty to pursue the online delivery of courses.

Preparing Tomorrow’s Teachers to Use Technology (PT3)
Eastern Illinois University received a federal grant for Preparing Tomorrow’s Teachers to Use Technology in the summer of 2000. This grant provides funding for the improvement of teacher education programs in the United States. For more information regarding the PT3 grant and funding opportunities please visit: http://www.eiu.edu/pt3

Illinois Virtual High School (IVHS)
Eastern Illinois University has recently received a grant to promote the role of cyber teaching and learning. The grant will establish a Teaching, Learning, and Technology Resource Center and promote the Illinois Virtual High School to area high school students. http://www.ivhs.k12.il.us/

Illinois Virtual Campus (IVC)
Many colleges and universities in Illinois are offering academic courses and even entire degree programs over the Internet. The IVC is your gateway to this exciting new world in higher education. http://www.ivc.illinois.edu/
Section 10
Policies and Procedures

Statement of Eastern Illinois University Policy
Eastern Illinois University has an appropriate use policy regarding the use of network and computing resources including the World Wide Web. This policy was approved by the Presidents Council in February 1998.

For a copy of this policy please see Appendix K or visit: http://www.eiu.edu/itsus/policy/

How to get HELP!
College Level Technology Support
Each college at EIU has an Instructional Support Specialist (ISS) to assist the college with technology needs. The ISS is the point person for faculty/staff to contact for any questions regarding technology use or where and how to identify resources on campus.

The Instructional Support Specialist for the College of Education and Professional Studies contact information is below:

Tom Grissom
Assistant to the Dean of Academic Computing
College of Education & Professional Studies
Eastern Illinois University
Room 2419, Buzzard Hall
phone: (217) 581-7856
email: csgtg@eiu.edu

Reporting Hardware/Networking Problems
*Note: ITS is currently in the process of restructuring and information below may change in the near future.

ITS HelpDesk (for faculty, staff, and students)
Information Technology Services (ITS) manages a HelpDesk that is available for use by EIU faculty and staff. The ITS HelpDesk manages technical support, installation, and maintenance of all personal computers on campus. ITS personnel are assigned trouble-tickets and dispatched to resolve hardware/networking issues. The phone number for the ITS HelpDesk is (217) 581-HELP (4357).

Hardware/Software Purchases
Please consult with the college Instructional Support Specialist (ISS) when purchasing hardware/software. The ISS person works closely with CEPS departments and Information Technology Services.

Physical Plant Issues
For questions regarding remodeling, electrical, LAN drops, heating/air conditioning, plumbing, and other physical plant issues contact Deborah Black of the Facilities Planning & Management Department at (217) 581-7215.
CEPS is also committed to staying on the leading edge of new technologies. In a never ending effort to keep pace with new and evolving technologies CEPS is involved with pilot projects to work out details and pitfalls new technologies provide. By piloting projects it is hoped to alleviate potential problems when projects are rolled out on a larger scale. While these special projects may not be wide-spread throughout CEPS programs they do act as a test bed for promising technologies that may solve particular problems.

One example project is in the area of video conferencing. Web cameras have become very affordable and we are currently testing projects that may offer some time relief and distance pressures for on and off-campus communities. By utilizing web cameras it is hope that pressure for observation hours as well as increased communication can occur with partner schools. CEPS needs to be price sensitive as to what technologies are tested as we believe that the technology must be affordable by the average school district to make it worthy of pursuit. Web cams are now under $100.00 and bandwidth issues are becoming less of a problem. New compression technologies have helped solve some of the bandwidth issues that were prevalent two or three years ago.

Another emerging area that is becoming more affordable is digital video and audio. CEPS Productions provides support for new possibilities such as on-demand radio and television station that will serve as a method for communication for CEPS as well as pave the way for instructional materials to be delivered online via streaming technologies. The material produced serves as another communication vehicle to keep stakeholders involved and informed of new developments throughout all CEPS programs. CEPS Productions is made possible through the efforts of student workers who aide in the development and production of materials.

CEPS is also keeping an eye on the personal digital assistant area (PDA). PDA’s are evolving very quickly and we see many possible applications for education. New wireless technologies make it possible to share electronic data in real time on increasingly smaller devices and offer many possibilities to educators.

Tablet PC’s and smart displays offer a new choice and form factor for computing. As these devices roll out and if funding allows this new form factor is worthy of further investigation.

There are always new software versions that need to be evaluated to determine if the software is worthy of an upgrade. CEPS funds for technology are limited so we do not take upgrade decisions lightly. When upgrades do occur faculty need to become familiar with the new version.
Section 12
GAP Analysis

Over the course of the last three years the CEPS Technology Committee has identified gaps that currently exist and that need to be addressed. The following gaps were identified through a variety of means including surveys of faculty, students, the K-12 community, as well as from discussions of CEPS Technology Committee members representing their respective departments. Please note, the numbering of the goals is for reference purposes only. In no way is the numbering of the goals an indication of prioritization.

Goal 101: Automation of Faculty Technology Use Data Collection and Analysis

Existing Reality: The CEPS Technology Committee currently has three years of faculty technology use data that has been collected by traditional paper-based surveys.

Gap: Currently collection is through a paper-based survey and is time consuming to administer.

Strategies for closing the gap: Development of an online survey of faculty technology use that is administered once per year in the spring semester.

Indicators of success: Collection and analysis of faculty technology use data for historic comparisons to determine progress. Data used for planning purposes and to assess areas of future need.

Responsible parties, resources required, and timeline: CEPS Tech Committee, Grissom to develop online survey for Spring 2003 and administer survey online in March 2003.
Goal 102: Student Technology Use Data Collection and Analysis and Automation.

Existing Reality: There is currently little student technology use data.

Gap: The faculty technology use surveys capture some student data but is not directly from the student.

Strategies for closing the gap: Develop online survey of student technology use similar to faculty technology use survey and administer yearly. Develop a follow-up survey to be completed by students during their student teaching semester. Data should capture information about technology standards met by student among other information deemed appropriate by the CEPS Assessment Committee.

Indicators of success: Collection and analysis of student technology use data for planning purposes and trend analysis.

Goal 103: Collection of K-12 Technology Use Data to determine technologies currently used in local school districts.

Existing Reality: A survey was completed of K-12 School district technology use in the summer of 2002. 36 school districts completed the survey. See Appendix B for results.

Gap: Additional data from K-12 districts is needed for historic comparisons and future planning purposes.

Strategies for closing the gap: Administer the District K-12 Survey in the Spring semester of 2003 and compare data with previous year. Continue yearly.

Indicators of success: Data collection of technology trends in east-central and southeastern Illinois to be used for planning purposes.

Responsible parties, resources required, and timeline: CEPS Technology Committee, Grissom. 2nd round of survey data to be collected in Spring 2003. Distribution methods need to be worked out Spring 2003.
Goal 104: Four-year replacement cycle of faculty and lab computers.

Existing Reality: Funding for faculty replacement computers is currently lagging.

Gap: There is no annual allocated amount for replacement funds.

Strategies for closing the gap: Proactively monitor inventory and give yearly projections on the estimated number of computer replacements needed each year. Set aside a line item in budget for faculty computer replacements. Use grants and other funding sources to help fund replacement computers. Use bulk purchasing power to lower acquisition costs.

Indicators of success: Over 90 percent of faculty and students will have access to computer technology no older than four years.

Responsible parties, resources required, and timeline: Grissom to develop CEPS inventory report to identify replacement computers needed. Department Chairs and Deans Office working together to allocate required funding. Purchasing cycle to begin in March/April of each fiscal year.
Goal 105: Continued Faculty Professional Development

Existing Reality: The CEPS Techshare program is now in its third year. The CATS center is now fully staffed and is now assuming a more active role in technology training for faculty but more work is needed in coordinating activities to avoid duplication of services.

Gap: Technology innovations are occurring at a rapid pace that require constant updating of knowledge and skills. There needs to be increased coordination on campus between different groups of training and professional development activities on campus.

Strategies for closing the gap: Continue with CEPS Techshare program and work with newly formed CATS Center to develop and deliver high quality professional development opportunities for faculty. Continue with the TLT Brown Bag Lunch series. Encourage faculty to attend professional conferences and on campus workshops/events when possible. Share data with other units describing type of workshops/events offered and attendance records. Work on a campus wide Teaching, Learning, and Technology Plan.

Indicators of success: Number of faculty that attend professional development events on and off campus - data captured by faculty technology use survey. Evaluation of workshop activities.

Responsible parties, resources required, and timeline: CEPS Technology Committee, Department Chairs, and Deans Office. ATAC subcommittee on Academic Technology to begin planning and coordinating events Spring 2003 and working on a campus wide plan.
Goal 106: Equitable access to technology for students.

Gap: Limited number of computers on campus available to students.

Strategies for closing the gap: Use of existing ITC Lab facilities and the new TITLE Classroom in McAfee. Continued use and promotion of Gateway Mobile Computing Carts (total 32 laptops) checked out from the ITC Center and wheeled into any classroom in Buzzard Hall. This effectively doubles the capacity of the ITC Lab and gets technology resources into the classroom. Provide Wireless coverage to Buzzard Hall. Develop better communication to students through orientation sessions and the creation of a Student Technology Resource Guide. Determine current ownership/access of computers by students.

Indicators of success: ITC Lab, TITLE Classroom, Mobile Cart Checkout, and Student Lab use records.

Responsible parties, resources required, and timeline: Fewell – ITC Lab student workers, ITS and CATS. Student Technology Use survey data needs to be developed.
Goal 107: Meeting and documenting ISTE/ISBE technology standards for all teachers.

Existing Reality: Currently efforts are incomplete and there is no consistent mechanism for complete review across all programs. COTE is asking for program reviews Spring 2003. Student Technology Proficiency was implemented as a requirement prior to admission to teacher education in Fall 2002.

Gap: No comprehensive formal documentation of alignment of curriculum to new standards.

Strategies for closing the gap:
1. COTE, Curriculum committees, and other appropriate committees review existing programs for alignment to standards across the curriculum. The Council on Teacher Education (COTE) committee has asked for program reviews and is currently underway. We will need a coordination meeting to report findings and determine next steps. COTE to ask for program reviews to determine the current reality in meeting standards. (Spring 2003)
2. Continuation of Student Technology Proficiency requirement prior to admission to teacher education.
3. Work on assessment strategies for documentation of meeting standards including investigation of portfolio assessment, Intel Teach to the Future program, and possible development of a technology across the curriculum initiative by the CEPS Technology Committee to help students meet some of the standards outside class time through workshops and seminars as well as provide remedial and tutorial assistance. This will be dependent upon the findings of program reviews to determine if additional opportunities need to be developed to assist with meeting technology standards and will require cross-committee work.
4. Chairs and Teacher Education Committee meetings to monitor progress and work with other committees as necessary.

This goal cuts-across several committees including curriculum and assessment committees and a coordinated effort is required. The CEPS Technology Committee stands ready to develop the necessary resources deemed appropriate by this process.

Indicators of success: Successful completion by students on mandated technology competency testing. Curriculum integration of technology across all programs that consistently give students the opportunities to meet state and national requirements. Collection of assessment data through student surveys in collaboration with the Assessment Committee and documentation of standards throughout student career.

Responsible parties, resources required, and timeline: Dean, Department Chairs, Council on Teacher Education, CEPS Technology Committee, Advisory Committee on Teacher Education, Assessment Committee, Leadership Committee, and other committees to be determined. Will require a series of coordination meetings to establish timelines and resources required. Spring 2003. Develop plan to fill in gaps Summer/Fall 2003.
Goal 108: Increased Opportunities for Student Technology Use, Knowledge, and Skills

Existing Reality: Currently the Library offers student workshops on office productivity, web pages, and Internet searching skills. The PT3 grant is currently offering student workshops but is now in its final year of funding. The Reading Center offers remedial help on basic computing skills to help students with the Student Technology Proficiency. The ITC Center also offers student training related to the Media proficiency. There is no consistent planning or scope and sequence to existing student workshops.

Gap: There is no coordinated effort on campus for student technology workshops/events.

Strategies for closing the gap: Planning with the ATAC Committee, CATS, ITS/User Services, and ISS personnel to develop ongoing opportunities for students outside class time. Investigate the possibility of a Technology Across the Curriculum initiative in conjunction with meeting state and national standards. Investigate possible expansion of the CEPS Techshare program to students and use of graduate and undergraduate student workers. Development of online resources (funding through IVHS grant) for online technology training and professional development and for the promotion of state cyber learning initiatives. Work with Reading Center for remediation opportunities.

Indicators of success: Attendance records and number and evaluations of student workshops/events. Use and availability of website resources.

Responsible parties, resources required, and timeline: CEPS Technology Committee, Grissom, Fewell, Department Chairs, Faculty, ATAC, ITS, CATS, and ISS personnel in other colleges. CATS and ISS to work on Student Workshops, online, and other resources for WebCT in Spring 2003.
Goal 109: All CEPS classrooms will be Technology Enhanced Classrooms (TEC’s)

Existing Reality: CEPS Technology Enhanced Classrooms – currently CEPS has twelve TEC Classrooms with seven more coming online this year (AY 02-03) bringing the total to nineteen TEC classrooms. TEC classrooms have been funded predominately through ATAC grant funds awarded by the Student Fee Subcommittee of ATAC. Four more TEC classrooms were awarded at the December 2002 ATAC meeting to be installed over the summer of 2003. Once completed this will bring the total to 23 Technology Enhanced Classrooms. There are also maintenance requirements and a replacement cycle for outdated equipment that needs to be addressed.

Gap: As of Fall 2002 (after December 2002 ATAC awards) six CEPS classrooms remain to be funded.

Strategies for closing the gap: Continued submission of ATAC and other grants to complete this goal. Submit grants for continued maintenance and replacement equipment as necessary.

Indicators of success: Number of Technology Enhanced Classrooms within CEPS. Up-to-date equipment in all CEPS Technology Enhanced Classrooms.

Responsible parties, resources required, and timeline: CEPS Technology Committee, Grissom and Fewell. Current cost of Technology Enhanced Classroom with podium, overhead projector, VCR, high-speed Internet access, and computer is approximately $10,000 –$14,000 per classroom. Continued CEPS participation in yearly ATAC student technology fee grant competition.
Goal 110: Up-to-date Computing and Networking Facilities and Infrastructure.

Existing Reality: McAfee and Lantz operating on 15 year old cabling infrastructure. Wireless capability exists only in Buzzard Hall.

Gap: Current need to upgrade existing cabling and data communication equipment in McAfee and Lantz.

Strategies for closing the gap: Work with ITS in planning and implementation of infrastructure issues.

Indicators of success: Up-to-date infrastructure and decreased downtime.

Responsible parties, resources required, and timeline: CEPS Technology Committee, Grissom and ITS staff. ITS is working on an infrastructure plan that is a multi-million dollar project if funding can be acquired.
Goal 111: More efficient methods of reporting and solving technology-related issues.

Existing Reality: Currently computing problems are reported to the Help Desk at 581-HELP(4357). It is often difficult to determine whether the problem is hardware or software related. There is not currently a tracking system for problems beyond the scope of hardware issues.

Gap: There exist little feedback on turn-around time for resolution of problems and a perception that problem resolution is too long.

Strategies for closing the gap: Increased meeting with ITS personnel and ISS to foster better communication on existing trouble-tickets. Increased coordination between ITS and ISS through monthly meetings. Printer problems, explore alternatives to printer maintenance, service contracts, and network printing choices. Development of an Instructional Technology Help Desk tracking and reporting system. ITS is also in the process of restructuring its services to help meet increasing and changing demands.

Indicators of success: Reduced turn-around time for problem resolution. Increased communication and data to users via CEPS Technology Committee meetings.

Goal 112: Increasing awareness of Assistive Technologies and ADA compliance issues.

Existing Reality: Currently there is a lack of exposure to assistive technologies on campus.

Gap: Lack of exposure to assistive technologies for faculty and students.

Strategies for closing the gap: Offer workshops and forums on assistive technologies. Develop a web page of assistive technology resources. Compliance with ADA requirements for online resources.

Indicators of success: Number of presentations and attendance at assistive technology targeted events. Increased knowledge of assistive technologies.

Responsible parties, resources required, and timeline: CEPS Technology Committee, Special Education Department, Department chairs. Will require guest speakers and forums.
Goal 113: Staying current with new technologies and emerging trends.

Existing Reality: Due to the nature of technology there are constant innovations that can have a large impact in helping educators work more efficiently and effectively.

Gap: Funding to obtain latest devices and time to explore possibilities are obstacles.

Strategies for closing the gap: Pursue grants and other funding sources such as PT3, IVHS, and TEDE grants and offer workshops, brown bags, and develop online resources to increase awareness of new and emerging technologies. See Section 11.

Indicators of success: Pilot testing on a small scale to determine if technologies are suitable for expansion or continued use.

Responsible parties, resources required, and timeline: CEPS Technology Committee, Grissom, Fewell, ITS, CATS, other ISS personnel, and ATAC. Use PT3, IVHS, and other grant funding sources to explore new technologies.
Goal 114: Better communication of technology resources availability to faculty and students.

Existing Reality: There is not currently a comprehensive document explaining what technology resources are available at EIU. The CEPS website does offer a section on EIU-CEPS technology resources and other documentation is scattered throughout campus.

Gap: No comprehensive document exists.

Strategies for closing the gap: There is an EIU Technology Resources section on the CEPS website that could be adapted into the form of a Student and Faculty Technology handbook. Other colleges may also be interested in collaborating on a technology resource handbook and working on orientation sessions to better communicate resource availability to faculty and students. Offer technology orientation session to faculty, staff, and students.

Indicators of success: Increased understanding by faculty and students of available resources at EIU.

Responsible parties, resources required, and timeline: CEPS Technology Committee, Grissom, Fewell, ITS, CATS, other ISS personnel, and ATAC subcommittee on Academic Technology. Will require creation of documents both hard copy and online format (PDF) which will require funding for publishing. Begin coordinating documents Spring 2003 and complete by Fall 2003 semester.
Technology is expensive to implement on the large scale that is needed to serve the students of CEPS (over 3000 strong). Currently there exists no line item budget for permanent technology funding within CEPS. Departments are largely responsible for departmental technology spending on a year-to-year basis. Because of recent budget constraints and the way funds are allocated by the State of Illinois there is no reliable source of funds. Funding for technology related expenditures is typically reserved for the last three months of the fiscal year once departments know if they can meet the years expenses. Currently departments prioritize lists of proposed purchases and decisions are made on the basis of available funds.

Student fee monies in the form of ATAC grants have allowed the College of Education and Professional Studies to move forward with implementing nearly twenty Technology Enhanced Classrooms. Other grants have also contributed to helping CEPS meet equipment and software needs. While not a reliable and permanent source of funding, grants that help fund technology goals and needs of CEPS should be used whenever possible.

Because of the limitations of dollars available for technology expenditures it is important that CEPS standardize equipment and software as much as possible to maximize its effective use. By doing so CEPS has been able to stretch dollars to benefit more students than would have been possible if no coordination existed. Bulk purchases have saved considerable money in the past and the savings have been invested in additional equipment and software to serve more students. Standardization also saves on future support dollars and streamlines maintenance and professional development activities. CEPS representatives work closely with Information Technology Services in all technology-related purchases.
Glossary

ATAC – Academic Technology and Advisory Committee – A university wide committee that is an advisory committee on issues of academic technology.

CAH – College of Arts and Humanities

CATS – Center for Academic Technology Support

CEPS – College of Education and Professional Studies – This unit consists of nine departments including teacher education.

COS – College of Sciences

COTE – Council on Teacher Education

ISBE – Illinois State Board of Education

IBHE – Illinois Board of Higher Education

ISTE – International Society for Technology in Education - ISTE is a nonprofit professional organization with a worldwide membership of leaders and potential leaders in educational technology.

ITC – Instructional Technology Center

ITS – Information Technology Services

ISS – Instructional Support Specialist – ISS are frontline technology support for each college and serve as liaisons to other technology-related groups on campus.

IVC – Illinois Virtual Campus

IVHS – Illinois Virtual High School

NCATE – National Council for Accreditation of Teacher Education – The national organization that is charged with accrediting teacher education programs to assure the highest quality. Eastern Illinois University has been NCATE accredited since 1957.

PT3 – Preparing Tomorrow’s Teachers to Use Technology – The PT3 grant is a three year grant to integrate technology across teacher education programs. Originally received June 2000.

STP- Student Technology Proficiency – A hands-on test that is a requirement before admission to the teacher education program.

TEAM – Technology Enhanced and Managed Committee – see TEDE.

TEC – Technology Enhanced Classrooms

TEDE – Technology and Enhanced and Delivered Education – The TEDE committee has now changed its name to TEAM effective Fall 2003. This committee administers a grant competition for advancing technology integration throughout programs.

TLT – Teaching Learning, and Technology
Appendices

APPENDIX                                      PAGE
Appendix A Faculty Technology Use Survey Spring 2000, 2001, and 2002 Comparison 53
Appendix B K-12 District Technology Use Survey Summary Summer 2002 81
Appendix C CEPS Techshare 87
Appendix D Faculty Open Response Survey (2002) 89
Appendix E CEPS Committee Assignments 2002-2003 99
Appendix F TLT Passport Series 101
Appendix G Student Technology Proficiency 105
Appendix H ISTE National Education Technology Standards for Teachers 107
Appendix I CEPS Techshare TLT Workshop Descriptions 109
Appendix J ISBE Technology Standards for All Illinois Teachers 111
Appendix K Appropriate Use of Information Technology Services Facilities 115
Appendix A

Faculty Technology Use Survey
Spring 2000, 2001, and 2002 Comparison
College of Education & Professional Studies

Name: (Optional) __________________________________

Directions: Please place a check mark next to the appropriate response.

1) Department:     STG   REC   HST   SED   PED
                     ELE   CSD   SPE   EDA   Other _________

2) On a scale from 1 to 5, how would you rate your comfort level with regard to using technology? (1 being least comfortable and 5 being most comfortable)

   1    2    3    4    5

n=92 for 2000
n=68 for 2001
n=76 for 2002
3) How many hours do you spend using a computer for work-related tasks in a typical week?

<table>
<thead>
<tr>
<th>Activity</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not use a computer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 2 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 to 4 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 to 9 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 to 20 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 20 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

n=92 for 2000
n=70 for 2001
n=77 for 2002
4) Which of the following statements best describes your use of technology in the courses you teach?

Technology is fully integrated into my instructional program.
I have integrated technology into specific instructional units/projects.
I use technology infrequently with students.
I have not used technology at all in my instructional program.

n=86 for 2000
n=67 for 2001
n=76 for 2002
5) I believe that students from my department who graduate from EIU have the necessary knowledge and skills to successfully utilize technology in their chosen profession.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

n=88 for 2000
n=70 for 2001
n=77 for 2002
6) Do you have your own (separate from the department) webpage?  

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>49</td>
<td>51</td>
<td>49%</td>
</tr>
<tr>
<td>2001</td>
<td>49</td>
<td>51</td>
<td>49%</td>
</tr>
<tr>
<td>2002</td>
<td>57</td>
<td>43</td>
<td>57%</td>
</tr>
</tbody>
</table>

n=89 for 2000  
n=70 for 2001  
n=77 for 2002
7) Do you have a course syllabus available online?
   Yes
   No

n=89 for 2000
n=69 for 2001
n=74 for 2002
Appendix A

8) Have you attended any technology-related professional development activities/workshops/training in the last year to improve your technology skills? Check ALL that apply:

- I have not attended any technology-related professional development activities/workshops/training
- I have attended on-campus technology-related professional development opportunities
- I have attended off-campus technology-related professional development opportunities
- I have pursued online technology-related professional development opportunities
- Other ______________________________________________________________

attendance percentage

n=91 for 2000
n=70 for 2001
n=79 for 2002

Section 15
Appendix A (continued)
For every computer tool/application, the subject indicated how often it was used.

### Word Processing Use

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Rarely</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Sometimes</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Frequently</td>
<td>20.00%</td>
<td>40.00%</td>
<td>60.00%</td>
</tr>
<tr>
<td>Use Daily</td>
<td>80.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Used by Instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used by Student</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Spreadsheet Use

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Rarely</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Sometimes</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Frequently</td>
<td>20.00%</td>
<td>40.00%</td>
<td>60.00%</td>
</tr>
<tr>
<td>Use Daily</td>
<td>80.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Used by Instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used by Student</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Database Use

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Rarely</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Sometimes</td>
<td>0.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Frequently</td>
<td>20.00%</td>
<td>40.00%</td>
<td>60.00%</td>
</tr>
<tr>
<td>Use Daily</td>
<td>80.00%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>Used by Instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used by Student</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix A

Multimedia Presentation Tool Use

- Use Rarely
- Use Sometimes
- Use Frequently
- Use Daily
- Used by Instructor
- Used by Student

Internet Use

- Use Rarely
- Use Sometimes
- Use Frequently
- Use Daily
- Used by Instructor
- Used by Student

Email Use

- Use Rarely
- Use Sometimes
- Use Frequently
- Use Daily
- Used by Instructor
- Used by Student
Appendix A

Projection Unit Use

Desktop Publishing Use

Statistical Program Use
File Transfer Protocol (FTP) Use

Digital Camera Use

Scanner Use
Appendix A

Online Exchanges (Chat, B.B.) Use

<table>
<thead>
<tr>
<th>Use Rarely</th>
<th>Use Sometimes</th>
<th>Use Frequently</th>
<th>Use Daily</th>
<th>Used by Instructor</th>
<th>Used by Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

PDA Use

<table>
<thead>
<tr>
<th>Use Rarely</th>
<th>Use Sometimes</th>
<th>Use Frequently</th>
<th>Use Daily</th>
<th>Used by Instructor</th>
<th>Used by Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Note: PDA data available only for Spring 2002

Online Research Use

<table>
<thead>
<tr>
<th>Use Rarely</th>
<th>Use Sometimes</th>
<th>Use Frequently</th>
<th>Use Daily</th>
<th>Used by Instructor</th>
<th>Used by Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
Web Page Development (HTML) Use

Video Conferencing Use

WebCT Use
Appendix A

Multimedia Presentation Tool Proficiency

- Additional Training
- Never Used
- Beginner
- Intermediate
- Advanced

Internet Proficiency

- Additional Training
- Never Used
- Beginner
- Intermediate
- Advanced

Email Proficiency

- Additional Training
- Never Used
- Beginner
- Intermediate
- Advanced
Appendix A

File Transfer Protocol (FTP) Proficiency

Digital Camera Proficiency

Scanner Proficiency
Appendix A

Gradebook Software Proficiency

Computer Simulations Proficiency

Online Newspaper Proficiency
Online Exchanges (Chat, B.B.) Proficiency

PDA Proficiency

Online Research Proficiency

Note: PDA data available only for Spring 2002
If, since Spring of 2000, you have redesigned one or more courses in such a way as to increase the use of technology as part of instructional delivery or student performance, please indicate the course name(s) and number(s) in the space below.

### Results of Course Redesign Question, Spring 2001

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD</td>
<td>Group Counseling</td>
</tr>
<tr>
<td>CSD 5500</td>
<td>Research Methods</td>
</tr>
<tr>
<td>CSD 5510</td>
<td>Professional Development</td>
</tr>
<tr>
<td>CSD 5511</td>
<td>Professional Orientation</td>
</tr>
<tr>
<td>CSD 5710</td>
<td>Leadership and Administration in Student Affairs</td>
</tr>
<tr>
<td>CSD 6900</td>
<td>Internship</td>
</tr>
<tr>
<td>CSD 6901</td>
<td>Internship</td>
</tr>
<tr>
<td>EDF 2555</td>
<td>Diversity of Schools and Society</td>
</tr>
<tr>
<td>EDF 2555</td>
<td>Diversity of Schools and Society</td>
</tr>
<tr>
<td>EDP 3325</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDP 3325</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>ELE 2022</td>
<td>Micro Computers in ELE and MLE</td>
</tr>
<tr>
<td>ELE 2321</td>
<td>Child Development</td>
</tr>
<tr>
<td>ELE 2321</td>
<td>Child Development</td>
</tr>
<tr>
<td>ELE 3250</td>
<td>Facilitating Curriculum In Early Childhood Education</td>
</tr>
<tr>
<td>ELE 3250</td>
<td>Facilitating Curriculum In Early Childhood Education</td>
</tr>
<tr>
<td>ELE 3281</td>
<td>Developmental Reading: Early Childhood</td>
</tr>
<tr>
<td>ELE 3340</td>
<td>Social Studies for Elementary and Middle School</td>
</tr>
<tr>
<td>HST 2270</td>
<td>Community Health</td>
</tr>
<tr>
<td>HST 3320</td>
<td>Advanced Driver Education</td>
</tr>
<tr>
<td>HST 3700</td>
<td>Methods in Community Health</td>
</tr>
<tr>
<td>HST 3765</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>HST 4998</td>
<td>Spiritual Well-Being</td>
</tr>
<tr>
<td>PED 1130</td>
<td>Introduction to Athletic Training</td>
</tr>
<tr>
<td>PED 2130</td>
<td>Athletic Training Practical</td>
</tr>
<tr>
<td>PED 2131</td>
<td>Therapeutic Modalities</td>
</tr>
<tr>
<td>PED 2132</td>
<td>Therapeutic Exercise</td>
</tr>
<tr>
<td>PED 2850</td>
<td>Fitness for Life</td>
</tr>
<tr>
<td>PED 3400</td>
<td>Methods of Teaching P.E.</td>
</tr>
<tr>
<td>PED 4320</td>
<td>Organization and Administration of P.E.</td>
</tr>
<tr>
<td>PED 4760</td>
<td>Sport Law</td>
</tr>
<tr>
<td>PED 5125</td>
<td>Stress Management</td>
</tr>
<tr>
<td>REC 3910</td>
<td>Microcomputers</td>
</tr>
<tr>
<td>REC 4740</td>
<td>Research</td>
</tr>
<tr>
<td>REC 4830</td>
<td>Administration of Leisure Services</td>
</tr>
<tr>
<td>SED 2000</td>
<td>Inquiry into Teaching</td>
</tr>
<tr>
<td>SED 3000</td>
<td>Alternate Secondary Education Program Level 1</td>
</tr>
<tr>
<td>SED 3000</td>
<td>Alternate Secondary Education Program Level 1</td>
</tr>
<tr>
<td>SPE 3201</td>
<td>Observation of Individuals Labeled Mildly/Moderately Exceptional</td>
</tr>
<tr>
<td>SPE 3201</td>
<td>Observation of Individuals Labeled LD, BD/MR</td>
</tr>
<tr>
<td>SPE 3250</td>
<td>Observation of Individuals Labeled LD</td>
</tr>
<tr>
<td>SPE 3260</td>
<td>Observation of Individuals Labeled EMH</td>
</tr>
<tr>
<td>SPE 3270</td>
<td>Observation of Individuals Labeled BD</td>
</tr>
</tbody>
</table>
If, since Spring of 2001, you have redesigned one or more courses in such a way as to increase the use of technology as part of instructional delivery or student performance, please indicate the course name(s) and number(s) in the space below.

### Results of Course Redesign Question, Spring 2002

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 5500</td>
<td>Research Methods</td>
</tr>
<tr>
<td>CSD 5500</td>
<td>Educational Research Methods</td>
</tr>
<tr>
<td>CSD 5510</td>
<td>Professional Orientation</td>
</tr>
<tr>
<td>CSD 5720</td>
<td>Student Development Theory</td>
</tr>
<tr>
<td>CSD 5910</td>
<td>Career Counseling</td>
</tr>
<tr>
<td>CSD 5960</td>
<td>Family Counseling</td>
</tr>
<tr>
<td>CSD 5900</td>
<td>Internship</td>
</tr>
<tr>
<td>EDA 5960</td>
<td>Data Management in Education Administration</td>
</tr>
<tr>
<td>EDF 2555</td>
<td>Diversity of Schools and societies, social and global perspectives</td>
</tr>
<tr>
<td>EDF 4450</td>
<td>Introduction to History and philosophy of Education</td>
</tr>
<tr>
<td>EDP 3331</td>
<td>Theories of Learning and Development for Secondary Teachers</td>
</tr>
<tr>
<td>EDP 5300</td>
<td>Theory into Practice: Psychological Foundations for Educational Practice</td>
</tr>
<tr>
<td>EDU 5200</td>
<td>The Community College - College Teaching</td>
</tr>
<tr>
<td>ELE 2022</td>
<td>Computers in Elementary and Middle School Classrooms</td>
</tr>
<tr>
<td>ELE 2022</td>
<td>Computers for the Elementary and Middle Level Schools</td>
</tr>
<tr>
<td>ELE 2320</td>
<td>Childhood and Early Adolescent Development</td>
</tr>
<tr>
<td>ELE 2322</td>
<td>Childhood and Early Adolescent Development</td>
</tr>
<tr>
<td>ELE 3000</td>
<td>Instructional Methods</td>
</tr>
<tr>
<td>ELE 3000</td>
<td>Instructional Strategies</td>
</tr>
<tr>
<td>ELE 3250</td>
<td>Facilitating Learning in Early Childhood Programs</td>
</tr>
<tr>
<td>ELE 3280</td>
<td>Teaching Reading</td>
</tr>
<tr>
<td>ELE 3280</td>
<td>Developmental Reading</td>
</tr>
<tr>
<td>ELE 3281</td>
<td>Developmental Reading</td>
</tr>
<tr>
<td>ELE 3350</td>
<td>Teaching Language Arts</td>
</tr>
<tr>
<td>ELE 3350</td>
<td>Language Arts for Elementary Schools</td>
</tr>
<tr>
<td>ELE 4000</td>
<td>Practicum in Elementary Curriculum and Instruction (early childhood)</td>
</tr>
<tr>
<td>ELE 5640</td>
<td>Teaching and Supervision of Social Studies in Elementary Schools</td>
</tr>
<tr>
<td>ELE 5640</td>
<td>Curriculum and Supervision in the Social Studies</td>
</tr>
<tr>
<td>HST 2000</td>
<td>Human Health</td>
</tr>
<tr>
<td>HST 3300</td>
<td>Principles of Accident Prevention</td>
</tr>
<tr>
<td>HST 3320</td>
<td>Advanced Driver Education</td>
</tr>
<tr>
<td>HST 3350</td>
<td>Industrial Safety</td>
</tr>
<tr>
<td>HST 3500</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>HST 3770</td>
<td>Public Health Administration</td>
</tr>
<tr>
<td>HST 4250</td>
<td>Planning Health Programs</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>HST 4275</td>
<td>Internship</td>
</tr>
<tr>
<td>HST 4800</td>
<td>Drugs and Society</td>
</tr>
<tr>
<td>HST 4890</td>
<td>Health and Aging</td>
</tr>
<tr>
<td>HST 4900</td>
<td>Multi-Phase Driver Education</td>
</tr>
<tr>
<td>MLE 4280</td>
<td>Teaching Reading in the Middle School and Secondary Classroom</td>
</tr>
<tr>
<td>PED 2850</td>
<td>Fitness for Life</td>
</tr>
<tr>
<td>PED 4320</td>
<td>Organization/Administration/Curriculum in PE</td>
</tr>
<tr>
<td>PED 4762</td>
<td>Sport Publicity</td>
</tr>
<tr>
<td>PED 5120</td>
<td>Social Psychology of Physical Activity</td>
</tr>
<tr>
<td>PED 5125</td>
<td>Stress Management</td>
</tr>
<tr>
<td>PED 5200</td>
<td>Curriculum in PE</td>
</tr>
<tr>
<td>PED 5300</td>
<td>Advanced Administration in PE and Athletics</td>
</tr>
<tr>
<td>PED 5630</td>
<td>Philosophy of PE</td>
</tr>
<tr>
<td>SED 3000</td>
<td>ASEP level 1</td>
</tr>
<tr>
<td>SED 3000</td>
<td>ASEP level 1</td>
</tr>
<tr>
<td>SED 3000</td>
<td>ASEP level 1</td>
</tr>
<tr>
<td>SED 3100</td>
<td>ASEP level 2</td>
</tr>
<tr>
<td>SED 3100</td>
<td>ASEP level 2</td>
</tr>
<tr>
<td>SED 3100</td>
<td>ASEP level 2</td>
</tr>
<tr>
<td>SED 4000</td>
<td>ASEP level 3</td>
</tr>
<tr>
<td>SED 4000</td>
<td>ASEP level 3</td>
</tr>
<tr>
<td>SPE 3201</td>
<td>Observation of Individuals Labeled Mildly/Moderately Exceptional</td>
</tr>
<tr>
<td>SPE 3600</td>
<td>Behavior Intervention</td>
</tr>
<tr>
<td>SPE 3700</td>
<td>Individualized Independent Curriculum and Matt.</td>
</tr>
<tr>
<td>SPE 4530</td>
<td>Facilitating Language - School Age</td>
</tr>
<tr>
<td>SPE 4730</td>
<td>Consultation and Curriculum adaptation</td>
</tr>
<tr>
<td>SPE 4820</td>
<td>Assessment Young Children with Exceptional Needs (birth to eight)</td>
</tr>
<tr>
<td>SPE 4925</td>
<td>Language Skills - birth to 8</td>
</tr>
</tbody>
</table>
K-12 District Technology Use Survey Summary
Summer 2002

In June 2002, a technology survey was sent area technology coordinators in the surrounding 20 county area of east-central Illinois. Thirty-six K-12 school districts representing 15 of the 20 counties responded to the survey. Below is a quick overview of the results.

n=36

The shaded areas of the map indicate the Illinois counties that were sent surveys.

What server operating system(s) does your school use?

<table>
<thead>
<tr>
<th>Server Operating System Used</th>
<th># of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novell</td>
<td>11</td>
</tr>
<tr>
<td>NT</td>
<td>10</td>
</tr>
<tr>
<td>Windows 2000</td>
<td>7</td>
</tr>
<tr>
<td>NT and 2000</td>
<td>3</td>
</tr>
<tr>
<td>Novell, Windows 2000, and NT</td>
<td>1</td>
</tr>
<tr>
<td>Novell and Unix</td>
<td>1</td>
</tr>
<tr>
<td>Novell, NT, and Linux</td>
<td>1</td>
</tr>
<tr>
<td>Server Win 9X,ME</td>
<td>1</td>
</tr>
<tr>
<td>N/A</td>
<td>1</td>
</tr>
</tbody>
</table>
What office productivity program(s) does your district use?

<table>
<thead>
<tr>
<th>Office Suite</th>
<th># of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows 2000</td>
<td>16</td>
</tr>
<tr>
<td>Windows 97 &amp; 2000</td>
<td>4</td>
</tr>
<tr>
<td>Tremont</td>
<td>3</td>
</tr>
<tr>
<td>Windows XP</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td>Microsoft Office, Windows 97, 2000, &amp; XP</td>
<td>2</td>
</tr>
<tr>
<td>Skyward</td>
<td>1</td>
</tr>
<tr>
<td>Office Star</td>
<td>1</td>
</tr>
<tr>
<td>No office suite</td>
<td>1</td>
</tr>
<tr>
<td>Windows XP, 2000, &amp; Apple Works</td>
<td>1</td>
</tr>
<tr>
<td>Apple Works &amp; Windows 2000</td>
<td>1</td>
</tr>
<tr>
<td>Microsoft Works</td>
<td>2</td>
</tr>
<tr>
<td>Windows 2000 &amp; XP</td>
<td>1</td>
</tr>
</tbody>
</table>

What technology-related knowledge / skills should a teacher graduating from the EIU teacher education program have?

<table>
<thead>
<tr>
<th>Most requested skills</th>
<th># of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer skills (Internet, printers, scanners, digital cameras, word, and excel)</td>
<td>13</td>
</tr>
<tr>
<td>Integrating technology in the classroom</td>
<td>7</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>5</td>
</tr>
<tr>
<td>Web pages</td>
<td>6</td>
</tr>
<tr>
<td>Trouble shooting</td>
<td>4</td>
</tr>
<tr>
<td>E-mail</td>
<td>2</td>
</tr>
<tr>
<td>No Answer</td>
<td>4</td>
</tr>
</tbody>
</table>

What web page authoring (HTML) program(s) does your district use?

<table>
<thead>
<tr>
<th>HTML Editing Program Used</th>
<th># of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows Frontpage</td>
<td>11</td>
</tr>
<tr>
<td>Dreamweaver</td>
<td>6</td>
</tr>
<tr>
<td>Microsoft Frontpage</td>
<td>4</td>
</tr>
<tr>
<td>Frontpage &amp; Dreamweaver</td>
<td>4</td>
</tr>
<tr>
<td>Netscape</td>
<td>3</td>
</tr>
<tr>
<td>No Webpage</td>
<td>2</td>
</tr>
<tr>
<td>Netscape &amp; Frontpage</td>
<td>2</td>
</tr>
<tr>
<td>Net Objects</td>
<td>1</td>
</tr>
<tr>
<td>Explorer 6.0</td>
<td>1</td>
</tr>
<tr>
<td>Dreamweaver &amp; Flash</td>
<td>1</td>
</tr>
<tr>
<td>Pagemaker, Publisher, and Cute HTML</td>
<td>1</td>
</tr>
<tr>
<td>Page Mill, Frontpage, &amp; Dreamweaver</td>
<td>1</td>
</tr>
</tbody>
</table>
What percentage of computers in your district are IBM-compatible?

<table>
<thead>
<tr>
<th>Percent IBM Compatible</th>
<th># of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>20</td>
</tr>
<tr>
<td>99%</td>
<td>9</td>
</tr>
<tr>
<td>95-99 %</td>
<td>3</td>
</tr>
<tr>
<td>70-79%</td>
<td>2</td>
</tr>
<tr>
<td>60-69%</td>
<td>1</td>
</tr>
<tr>
<td>40-50%</td>
<td>1</td>
</tr>
</tbody>
</table>

**Percent IBM-compatible computers by school**

![Bar chart showing the distribution of IBM-compatible computers by percentage for different schools.](image-url)
What percentage of district teachers use email?

![Percentage of K-12 Faculty with E-mail](image)

What are the top three Elementary level software programs your teachers/students use most?

<table>
<thead>
<tr>
<th>Program Name</th>
<th># of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Reader</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
<tr>
<td>None or N/A</td>
<td>7</td>
</tr>
<tr>
<td>Hyperstudio &amp; Kid Pix</td>
<td>2</td>
</tr>
<tr>
<td>Kid Pix</td>
<td>1</td>
</tr>
<tr>
<td>Kid Pix &amp; Accelerated Reader</td>
<td>1</td>
</tr>
</tbody>
</table>

What are the top three middle level software programs your teachers/students use most?

<table>
<thead>
<tr>
<th>Program Name</th>
<th># of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>14</td>
</tr>
<tr>
<td>Accelerated Reader</td>
<td>7</td>
</tr>
<tr>
<td>None or N/A</td>
<td>7</td>
</tr>
<tr>
<td>Accelerated Reader &amp; Power Point</td>
<td>4</td>
</tr>
<tr>
<td>Powerpoint</td>
<td>3</td>
</tr>
<tr>
<td>Accelerated Reader, Accelerated Math, &amp; Power Point</td>
<td>2</td>
</tr>
</tbody>
</table>
What are the top three high school level software programs your teachers/students use most?

<table>
<thead>
<tr>
<th>Program Name</th>
<th># of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Office, 2000, XP, 97</td>
<td>11</td>
</tr>
<tr>
<td>No Data</td>
<td>9</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>5</td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
<tr>
<td>Accelerated Reader</td>
<td>3</td>
</tr>
</tbody>
</table>

What percentage of district teachers have their own home page?

<table>
<thead>
<tr>
<th>Percentage Faculty with a home page</th>
<th># of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>11</td>
</tr>
<tr>
<td>None</td>
<td>7</td>
</tr>
<tr>
<td>unknown</td>
<td>6</td>
</tr>
<tr>
<td>19-10</td>
<td>5</td>
</tr>
<tr>
<td>29-20</td>
<td>4</td>
</tr>
<tr>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>89-80</td>
<td>1</td>
</tr>
<tr>
<td>79-70</td>
<td>1</td>
</tr>
<tr>
<td>99-90</td>
<td>0</td>
</tr>
<tr>
<td>69-60</td>
<td>0</td>
</tr>
<tr>
<td>59-50</td>
<td>0</td>
</tr>
<tr>
<td>49-40</td>
<td>0</td>
</tr>
<tr>
<td>39-30</td>
<td>0</td>
</tr>
</tbody>
</table>
CEPS Techshare

CEPS Techshare TLT Calendar of Events
(Spring 2003 Schedule)

What is CEPS Techshare?
CEPS Techshare provides an opportunity for faculty and staff of the College of Education & Professional Studies and all others involved in the EIU teacher preparation program to come together to share experiences and participate in professional development activities related to the utilization of technology for the improvement of student learning. Techshare events are offered on a first-come, first-served basis. Please call 581-3823 to register as seating is limited.

Brown Bag Lunches offer faculty an informal atmosphere to discuss how technology is affecting teaching and learning as well as share their own experiences related to learning technologies. Brown Bags typically have a featured speaker.

All Spring 2003 TLT Brown Bag Lunches will be held in Buzzard Hall, Room 1103 from 12:00-1:00pm

Spring 2003 Brown Bags

Digital Video - New Possibilities for the Classroom and Beyond - Tom Grissom - February 21, 2003

Creating Adobe Acrobat Documents - Brian Poulter - March 21, 2003

Writing in the Wild - James Ray Watkins - April 4, 2003

Project TIE-INS - Marylin Lisowski - April 24, 2003

TLT PASSPORT Series
The Teaching, Learning, & Technology (TLT) PASSPORT consists of a series of ten topics that form the core program to provide faculty with professional development opportunities related to learning technologies. Each session will last approximately two hours. The core workshops build upon each other to help faculty realize the potential of technology integration to improve the learning process. The TLT PASSPORT Series is designed for participants to experience the power of using technology from a student perspective while learning new skills in a collaborative environment. For more information on the core TLT PASSPORT Series please visit: http://www.eiu.edu/ceps/techshare/passport.html

Openings are currently available.
Just-in-Time Open Sessions

The CEPS Faculty Development Computer Lab, Room 2445 - Buzzard Hall, has been scheduled for periodic drop-by **Just-in-Time Open Sessions** for faculty to seek assistance with technology related challenges. No appointment is necessary however if you would like you may schedule an appointment during these times. Please check the Techshare schedule regularly to see if open-sessions are available as appointments are routinely scheduled.

**TLT Workshops**

**TLT (Teaching, Learning, and Technology) Workshops** are offered on a variety of topics. The workshops are focused on about how new technologies can help improve instruction and student learning. Faculty are encouraged to use the Just-in-Time Open Sessions as a workshop followup to individualize particular applications in their teaching. [Spring 2003 TLT Workshop Descriptions](#) (PDF file)

**Special Project Assistance & One-on-One Faculty Support - By Appointment**

In addition to the many professional development activities of CEPS TechShare faculty members are reminded that special project assistance and one-on-one support is available from the Instructional Support Specialists in each college by appointment. Student workers are also available to assist faculty members with special projects.

**For more information about CEPS Techshare Events, faculty assistance, or to schedule an appointment please contact:**

**Tom Grissom**
Assistant to the Dean of Academic Computing
College of Education & Professional Studies
Eastern Illinois University
phone: (217) 581-7856
email: csgtg@eiu.edu
Faculty Open Response Survey (2002)

Counseling and Student Development Department

WORST FEARS
- I’m very excited about the use of technology in our dept. My one fear is bandwidth and stability of the network. It is frustrating when things move slowly or crash.
- I set up my lesson to use some type of technology and the system fails. The time and effort put into developing the lesson will not pay off in terms of benefit for the students.

WHAT DO YOU NEED TO BE SUCCESSFUL
- We have a TEDE grant so that really helps. It would be nice if you (Tom) had a GA or several work study helpers who could assist faculty with tech problems. However, they must be able to make house visits.
- Time and encouragement and a role model

STP STANDARDS
- We are not that far yet. We currently are looking at Counseling standards but have not set specific benchmarks. We could probably use some help here.
- Use of e-mail with attachments use of PowerPoint to create presentations use of the web to do research use of word processing

BEST HOPES
- It is another method by which to teach. I think our dept. will continue to move toward the “hybrid” approach where we take the best aspects of technology and utilize them within existing courses.
- Use of technology to enhance current class will get easier and more effective. Use of technology for distance learning will prove to be effective and beneficial to students

GENERAL
- This is a difficult one to answer. I’m not sure yet what the plan might address. I will trust the committee’s leadership to provide direction.
- I would like to have a web link to see examples of what others are doing in the way of course enhancement and distance learning.
Early Childhood, Elementary, and Middle Level Education Department

WORST FEARS

- I fear problems with partial installations, network congestion, hardware breakdowns, error messages which are difficult to troubleshoot during class periods. These are problems which arise without warning and obstruct the flow of the class for the instructor and particularly for the student experiencing the difficulty. I also fear student thinking becoming ‘soft’ due to the ample availability of information via the WWW. Students become collectors of submitted information rather than problem solvers.
- My worst fear is that we will implement technology for technology’s sake and NOT for students’ best interests. Faculty outside the area of technology should be included in the decision making about whether or not to use technology for their classes. Most of my classes do not lend themselves to using technology to teach the class. Also, implementing the electronic portfolio in the teacher education program should be discussed PRIOR to doing it not after the fact. Is it something that is rewarding for our students? Does faculty have the time to implement or is it an added burden to their present job?
- I’ll have problems with the computer, power point, etc. and won’t know what to do. I want to maintain a comfort level.
- That it will not be the best fit for the class and I could have used other strategies that may have helped my students learn more.
- No fears. Just no time to get things changed so that technology can be used.
- We, as a University do not have the labs with the necessary software to allow students to do their projects. Also, to have the server go down in the middle of having to do an online presentation.
- That I won’t be able to troubleshoot when a program or the computer do not work as needed.
- The time it takes to master technology.

WHAT DO YOU NEED TO BE SUCCESSFUL

- Time and money. Especially time. Assistance has been wonderful in CEPS this year. We have had tremendous opportunities to advance teaching and learning with technology.
- I would like more time to practice. Being introduced to technology is great. Tom is a good teacher, but we do it once and then we don’t have time to use it again.
- Continued in-service activities and mentoring.
- I need to practice more – it has to start with me.
- To have Tom nearby to help me and to correct my goofs.
- Someone at EIU who could answer a “come quick, I need help” request every day that I am on campus.
- Time and ideas.
- More time to practice the new procedures. I learn them, but only do it one or two times, and the information does not stick.
- A laptop and a movie editing program on my computer... a computer that works all the time. Whenever our computers have a problem, it takes a long time - months - for ITS to fix the problem. We also have no support for our printers. We don’t have printer problems often, but when we do, it would be nice to have help.

STP STANDARDS

- We offer ELE 2022 and expect a passing grade for student teaching. We have reviewed NCATE technology standards. ISTE standards are not acknowledged in all syllabi. We expect technology integration to be part of artifacts chosen for the professional portfolio. There are no rubrics for technology across the dept. offerings.
- Students’ use of power point, e-mail, spreadsheets and Live Text.
- Departmentally, we haven’t set a baseline or benchmark. Individually, have students use Inspiration and Power Point in their course work. In 2022, students have developed a webpage.
Early Childhood, Elementary, and Middle Level Education Department (continued)

STP STANDARDS (continued)
- We don’t have any yet that I am aware of. I know the Department has discussed this and it is something we need to address.
- I don’t know the specific other than the Tech Standards but I am certain that I will hear about any additions.
- I am unsure rather than the required course, ELE 2022
- General technology proficiency.
- We would like for the students to have completed the technology class before taking Block courses so that the students are able to do power point, access web, know word processing, etc.
- We already have the students demonstrate the ability to use e-mail and send attachments. In some classes the students are submitting assignments online and taking online test. WebQuest and Webpage design are also parts of classes.

BEST HOPES
- Use of technology in an integrated, multidisciplinary fashion, not in an isolated framework.
- My best hope is that our graduates will realize the power of technology as a tool; be dedicated to its use; commit to offering the very best technology experiences to the children whom they teach; and utilize high imagination and forward thinking to continuously uncover new pedagogical possibilities with technology.
- As the skills are perfected, students and faculty will work together to provide more efficient use of the computer.
- That students will become lifelong learners and that technology will pave the way for a better life for everyone.
- I don’t ever think that I will use technology everyday in teaching. However, I do use technology everyday with working on classes.
- My best hopes are: Use technology WHEN it is applicable and beneficial to students and not have it forced on the faculty. Have available up-to-date computers in our offices and labs.
- That we use technology appropriately - technology is not the answer to EVERYTHING!
- That the types/forms of tech that I use will help rather than hinder student learning. Also that I will remember the technicalities on how to demonstrate the technology.
- Students will not fear the technology as some of them do now. Also, my hope is that Eastern will get the server working more efficiently.

GENERAL
- I would like to see computer workstations in all of the classrooms.
- Also to have a support mechanisms…like Tom around. Also to offer sessions to make us aware and skilled in the use of the technologies.
- Many Thanks.
- It is unfortunate and a waste that we have spent all the money on the distance learning lab (1445) and that the computers were taken out and the lab is not used for any computer purposes. That room is an accident waiting to happen with the plugs sticking up and student tripping over them...The 2445 room could be better utilized if students can use it more frequently. Could fans be placed permanently in 1445 and 1445? I know these are not “technology” problems but the rooms inhibit good learning because of temperature, lack of space, and plugs sticking up from the floor.
- Continued in-service for faculty. You have done an exceptional job so far!
- Just more Passport Series so I can continue learning.
- I have learned a lot from the sessions presented by Tom at the end of our faculty meeting. But if you don’t use it you lose it - and I know that is my problem. However, Tom is always available, as well as other members of the Department, when I need some help.
WORST FEARS
- That it will pass me by! Inability to keep up with current trends.
- Simply not being able to stay current with what is available. There’s always the fear that the technology won’t work when I need it most!
- That I will go through all the work to learn and develop materials and the network support is not there.

WHAT DO YOU NEED TO BE SUCCESSFUL
- Continue with offering little workshops for new things.
- Intensive workshops on WebCT - the basics
- Simply more exposure to the new tools available and the time to learn how to use those tools!

STP STANDARDS
- Our students are required to take a course in data management.
- Most of this is done in our computer class - I don’t know the specifics…
- Basically the data management course is to address the basic technology that an administrator should have. The technology standards of NCATE have been incorporated into the course.

BEST HOPES
- That our students (prospective administrators) will use technology to make efficient and effective decisions now in their roles as teachers and in the future as administrators. I hope to role model for them the need to be proficient in technology.
- That I continue to develop skills to at least keep up
- I would like to use technology to enhance my course. I’m still not convinced that a totally on-line course is the way to go.

GENERAL
- I think the plan needs to include more resources for support. I think we need more people on staff to support faculty. I think we need release time for faculty to be trained. For example, at Northern, all new faculty have a reduction in load in the fall to go through technology training.
Health Studies Department

WORST FEARS
- We will be unable to compete with other institutions in training our students and presenting information to them.
- My worst fears are using some type of technology and then having a glitch develop that could not be immediately rectified, or I would not have the knowledge to fix.
- System goes down, disk goes bad, etc., just as you start the class.
- Lack of familiarity with uses, program development, lack of trouble shooting skills.

WHAT DO YOU NEED TO BE SUCCESSFUL
- We need to continue to move forward in the direction that we are currently moving.
- Time to attend mini workshops for a morning, with someone to guide through steps. This year was extremely busy.
- Continue with offering little workshops for new things.
- Departmental seminar at a faculty meeting where we can get oriented enough to look into special workshops. (Or better yet, provide a series of workshops at a required faculty meeting.)

STP STANDARDS
- We offer a basic computers class for the major and also require students to present technology oriented presentations.
- HST requires the course HST 3199. We are planning to review course and content next fall after site team visit.
- Most of this is done in our computer class - I don't know the specifics...
- Assessment committee rubric to address strengths/deficiencies as they relate to all competencies.

BEST HOPES
- That we can integrate technology without losing the human touch. Technology is an asset, not our only source of education.
- To incorporate the use of technology into teaching and learning so that the students are familiar and comfortable with them as tools.
- That I continue to develop skills to at least keep up
- Use it as a supplementation tool. The students still, fundamentally, need to be able to teach as a person. I have seen some students forget to really teach after putting in a slide show on PowerPoint. Again, it should be used to supplement things only.

GENERAL
- We, HST need a closer connection to Tom and need to take advantage of his expertise.
WORST FEARS
- I really don’t have any. I have too many other things to worry about.

WHAT DO YOU NEED TO BE SUCCESSFUL
- Time.

STP STANDARDS
- We will be working on this during the summer and fall.

BEST HOPES
- I hope to become more computer literate. But, I think that email is a little bit out of control. When students email me, I email them back and ask them to call or come and see me. I think that it takes way too much time when they keep coming back 6 or 7 times with questions.

GENERAL
- I think that you are doing a great job. I’m sure that you are constantly being called to answer a million questions. Keep up the good work.
Recreation Administration Department

WORST FEARS
- That too much is made in the show and not the content...It is said that students today need to be presented with information through technology. I feel I am the show...it is how it is presented by myself as the entertainment...not the medium in which it is presented
- Program corruption - doesn't perform as intended; therefore, causing more headaches and time consumption.

WHAT DO YOU NEED TO BE SUCCESSFUL
- The equipment set up in the classroom...there is enough to do without carting equipment all over the campus. I teach a class in the computer room in Buzzard which is a wonderful classroom, however, the computer projection panel is too close to the screen and students in the back of the classroom can not see what is happening on the screen. I can go to a higher projection percentage (200%) but then the student can only see one part of the total screen.
- MORE TIME and an accessible technician.

STP STANDARDS
- N/A
- I do not think we have any at this time.

BEST HOPES
- I guess my best hope would be to go totally online and teach without leaving the house. Although that is a bit extreme. I question where the line is between contact hours and content proficiency.
- It works and I don’t have down time.

GENERAL
- I was very frustrated with the University server this semester...we are encouraged to incorporate technology into our classes yet the university equipment is falling behind which makes accessing information very difficult at times. The university cannot have it both ways...
WORST FEARS

- That it will be used as a novelty for the sake of novelty instead of being used when appropriate. That it will deter older students who are less at ease with technology to their advantage without substantially reducing their face-to-face interaction with other students and with adults.
- My worst fear is already a reality and threatening to get worse. The education establishment mistakenly believes that access to technology is the magic bullet leading to educational success. It seems incredible (but typical of educationists) that EIU is most concerned about providing our students access to more technological hardware while at the same time graduating people who can’t write literate sentences and who do not know that the earth revolves around the sun. This is all part of the national Conspiracy of Ignorance that devalues educational accomplishment from kindergarten through graduate school. Very few people in the education establishment either understand the problem or care to understand it. It is much easier to buy more computers than it is to be honest about the products we are producing or to do what needs to be done if we are to produce minimally educated people. Access to all the information in the world is no substitute for cultural literacy and basic skills.

WHAT DO YOU NEED TO BE SUCCESSFUL

- I use technology in my own work, but I am not concerned with being more "successful" with using technology in the classroom. When EIU is ready to adopt reasonable educational standards and address grade inflation, then maybe I will become interested in how technology can build on that foundation. In the meantime we are trying to build a roof without a foundation, so for now, I intend to be part of the solution, not part of the problem, and certainly not part of the cover-up.
- Already have the support in place

STP STANDARDS

- At present I am more concerned with making sure our future teachers can read and write than I am with national technology standards. I am more concerned with building a foundation than with building a flashy looking roof to dazzle the gullible.
- Don’t know

BEST HOPES

- My best hope is that EIU will put technology on the back burner and concentrate on basic cultural literacy and basic skills. All the technology in the world is just window dressing if its user is a semi-literate anti-intellectual.
- It will grow in importance

GENERAL

- I would like someone to address the real issues of teaching, learning, and evaluation for a change—and I do mean FOR A CHANGE.
WORST FEARS
- That the hardware will not support enough student access.
- Not feeling comfortable to use it the first time around. By that I mean being able to answer any questions that the students have concerning this technology.
- That we lose the personal interaction that is essential to student learning. Also, that massive amounts of resources are going into technology with limited demonstration of more effective teaching and learning. Also, the time I have is limited and need time to learn the new technology.
- That I will be called upon to teach an on-line course for which I am not technologically prepared. That I may get into compatibility issues.

WHAT DO YOU NEED TO BE SUCCESSFUL
- I think getting tutorial assistance to guide me through the process of learning this new technology. Also, software that I can practice with.
- Time to learn more about using specific technologies and more research to see if we are getting a return on all the resources devoted to technology.
- Time and research about proven methods
- Web-based course enhancements, such as case study related questions and answers.

STP STANDARDS
- All of our benchmarks are integrated into the portfolio assignments. There is not separate technology assessment but only as technology is applied to complete professional quality products.
- We have technology standards that were created by CEC (Council for Exceptional Children) and Technology is integrated into our curriculum through projects that use the basic technologies.
- (I believe) have technology standards based on the ISBE (Illinois State Board of Education).
- Mastery of the following tools: Power Point Presentation, Excel Spreadsheet and Graphing, Word Processing, Disc Creation and Repurposing, electronic communications, Web-based research

BEST HOPES
- That it will be equitable but this is my greatest fear is that it will create a large divide between that haves and have-nots.
  That is increases student learning and achievement. The teachers and students feel comfortable using it the first time realizing that problems will occur but that’s ok as long as a final learning outcome is achieved.
- That I will be able to stay in step with colleagues and students. That I will be able to pull the necessary time and resources for technologically enhancing courses.

GENERAL
- Technology is not a priority in my tenure process, so I would have to be freed up time to develop skills and be trained. With free time now I would first devote to research and creative activity and not necessarily to development of technological skills.
- I can’t think of anything right now.
- Continue to support via hardware and software, account for needed development time, continue to provide opportunities to keep current within school developments via conferences and web course offerings.
- Freeing up time for faculty to become more engaged and involved in updating their own technology knowledge and skills.
### CEPS Committee Assignments 2002-2003

<table>
<thead>
<tr>
<th>Council on Academic Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Owen-PED</td>
</tr>
<tr>
<td>J. Dietz-HST</td>
</tr>
<tr>
<td>P. Fewell-SED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Council on Teacher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean Rohn  ex-officio</td>
</tr>
<tr>
<td>C. Hooser-SPE 2003 (Chair)</td>
</tr>
<tr>
<td>K. Hussey-PED 2003</td>
</tr>
<tr>
<td>G. Lockhart-ELE 2004</td>
</tr>
<tr>
<td>N. Greathouse-ELE 2005</td>
</tr>
<tr>
<td>M. Greenlaw-SED 2004</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CEPS Minority Recruitment and Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. Gong –SED (Chair)</td>
</tr>
<tr>
<td>N. Osborne-EDA</td>
</tr>
<tr>
<td>J. Wallace(F)/B. Powell(Sp)-CSD</td>
</tr>
<tr>
<td>J. Barbour-ELE</td>
</tr>
<tr>
<td>S. Woods-HST</td>
</tr>
<tr>
<td>J. Pommier-REC</td>
</tr>
<tr>
<td>L. Walz-SPE</td>
</tr>
<tr>
<td>L. Price-PED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Varble (ELE)</td>
</tr>
<tr>
<td>G. Leitschuh (CSD)</td>
</tr>
<tr>
<td>L. Morford (EDA)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CEPS Curriculum (3 yr terms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varble-ELE (1 of 3)(Chair)</td>
</tr>
<tr>
<td>L. Kayser-CSD (3 of 3)</td>
</tr>
<tr>
<td>D. Smith-SED (3 of 3)</td>
</tr>
<tr>
<td>N. Osborne-EDA (1 of 3)</td>
</tr>
<tr>
<td>B. Walker-HST (1 of 3)</td>
</tr>
<tr>
<td>P. Holmes-REC (1 of 3)</td>
</tr>
<tr>
<td>J. Black-PED (2 of 3)</td>
</tr>
<tr>
<td>C. Hooser-SPE (2 of 3)</td>
</tr>
<tr>
<td>D. McFarland-STG (1 of 3)</td>
</tr>
<tr>
<td>Student members:</td>
</tr>
<tr>
<td>CSD-Roxanne Cornebise</td>
</tr>
<tr>
<td>PED-Stefanie Steele</td>
</tr>
<tr>
<td>REC-David Gray</td>
</tr>
<tr>
<td>SPE- Danielle Rozycki</td>
</tr>
<tr>
<td>J. Walters-PUBLIC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CEPS PDS Steering</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Carey-Sandburg</td>
</tr>
<tr>
<td>L. Edwards-Humboldt</td>
</tr>
<tr>
<td>I. Shonk-Bottenfield</td>
</tr>
<tr>
<td>M. Olsen-STG</td>
</tr>
<tr>
<td>J. Barford-ELE</td>
</tr>
<tr>
<td>D. Reid-ELE</td>
</tr>
<tr>
<td>B. Reid-CEPS</td>
</tr>
<tr>
<td>C. Rohn-CEPS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CEPS Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greathouse-CEPS (Chair)</td>
</tr>
<tr>
<td>M. Greenlaw-SED</td>
</tr>
<tr>
<td>L. Walz-SPE</td>
</tr>
<tr>
<td>J. Owen-PED</td>
</tr>
<tr>
<td>Fraker(F)/Powell(Sp)-CSD</td>
</tr>
<tr>
<td>L. Morford-EDA</td>
</tr>
<tr>
<td>P. Holmes-REC</td>
</tr>
<tr>
<td>K. Phillips-HST</td>
</tr>
<tr>
<td>L. Reven-ELE</td>
</tr>
<tr>
<td>D. Bower-ex-officio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CEPS Telefund</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. Bates-HST (Chair)</td>
</tr>
<tr>
<td>B. Findley-EDA</td>
</tr>
<tr>
<td>J. Lyles-CSD</td>
</tr>
<tr>
<td>G. Nunn-ELE</td>
</tr>
<tr>
<td>B. Higelmire-REC</td>
</tr>
<tr>
<td>B. Russell (M. Church-alt)-PED</td>
</tr>
<tr>
<td>D. Smith-SED (Butt-alt)</td>
</tr>
<tr>
<td>T. Sinclair-SPE</td>
</tr>
<tr>
<td>G. Quast-STG</td>
</tr>
<tr>
<td>D. Bower-Dean’s Office</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CEPS Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Findley-EDA (Chair)</td>
</tr>
<tr>
<td>Leitschuh(F)/Farber(Sp)-CSD</td>
</tr>
<tr>
<td>M. Lisowski-ELE</td>
</tr>
<tr>
<td>B. Walker-HST</td>
</tr>
<tr>
<td>Croisant(Crawford-alt)-PED</td>
</tr>
<tr>
<td>O. Jagusah-SED</td>
</tr>
<tr>
<td>R. Cook-SPE</td>
</tr>
<tr>
<td>M. Bower-GRANTS</td>
</tr>
<tr>
<td>J. Weber-REC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CEPS Telefund</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. Bates-HST (Chair)</td>
</tr>
<tr>
<td>B. Findley-EDA</td>
</tr>
<tr>
<td>J. Lyles-CSD</td>
</tr>
<tr>
<td>G. Nunn-ELE</td>
</tr>
<tr>
<td>B. Higelmire-REC</td>
</tr>
<tr>
<td>B. Russell (M. Church-alt)-PED</td>
</tr>
<tr>
<td>D. Smith-SED (Butt-alt)</td>
</tr>
<tr>
<td>T. Sinclair-SPE</td>
</tr>
<tr>
<td>G. Quast-STG</td>
</tr>
<tr>
<td>D. Bower-Dean’s Office</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CEPS Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Findley-EDA (Chair)</td>
</tr>
<tr>
<td>Leitschuh(F)/Farber(Sp)-CSD</td>
</tr>
<tr>
<td>M. Lisowski-ELE</td>
</tr>
<tr>
<td>B. Walker-HST</td>
</tr>
<tr>
<td>Croisant(Crawford-alt)-PED</td>
</tr>
<tr>
<td>O. Jagusah-SED</td>
</tr>
<tr>
<td>R. Cook-SPE</td>
</tr>
<tr>
<td>M. Bower-GRANTS</td>
</tr>
<tr>
<td>J. Weber-REC</td>
</tr>
</tbody>
</table>
### Advisory Committee on Teacher Education
- R. Roberts (Chair)
- L. Kirby - SPE
- D. Van Gunten - SED
- N. Greathouse - ELE
- Ke. Hussey - PED
- R. Cavanaugh - HST
- J. Weasmer - CAH
- L. Campanis - LCBAS
- J. McGaughey - COS
- J. Bennett - P-12
- D. Poffinbarger - P-12
- D. Stewart - P-12
- B. Leman - Student
- J. Johnson - Student
- P. Fewell - ITC
- B. Reid - CEPS
- D. Bower - CEPS
- C. Rohn - CEPS

### CEPS Library
- L. Morford - EDA
- D. Van Gunten - SED
- C. Eberly - CSD
- J. Black - PED
- B. Smith - REC
- M. Deming - HST
- M. Lisowski - ELE
- M. Brown - SPE

### CEPS Social
- G. Quast - STG (Chair)
- D. Bartz - EDA
- J. Wallace - CSD
- J. McCausland - HST
- B. Smith - REC
- Ruhl (Vandever-alt) - PED
- C. Warner - SED
- M. Brown - SPE
- T. Croy/T. Bennett - ELE

### Teacher Education Leadership Committee
- M. Butt - SED
- K. Shank - SPE
- M. Bruning - ELE
- C. Hooser - COTE
- N. Greathouse - Assessment
- R. Roberts - ACTE Chair
- T. Grissom - Technology
- C. Rohn - CEPS
- D. Bower - CEPS

### Technology
- P. Fewell - ITC/SED (Co-Chair)
- T. Grissom (Co-Chair)
- O. Jagusah - SED
- J. Pommier - REC
- M. Brown - SPE
- J. Emmett - PED
- F. Fraker - CSD
- B. Findley - EDA
- J. Barford - ELE
- S. Simons - HST
- B. Reid
The Teaching, Learning, & Technology (TLT) PASSPORT Series consists of a series of ten topics that form the core program. Each session will last approximately two hours. The core workshops build upon each other to help faculty realize the potential of technology integration to improve the learning process. The TLT PASSPORT Series is designed for participants to experience the power of technology from a student perspective while learning new skills in a collaborative environment.

The passport will be used throughout the series to track where participants have traveled along the way to keeping current with the latest developments in teaching, learning, and technology. Participants will need to bring their TLT PASSPORT to ALL future TLT PASSPORT events to record travel destinations. A centralized database will be used to document and report collective efforts internally and externally for grant use, accreditation use, and other reporting needs. Reports will be distributed to department chairs, the dean, and also publicly posted on the world wide web to document activities and progress. The TLT PASSPORT may be used as part of your professional portfolio to demonstrate participant efforts. Evaluations of each session will also be collected. Let the journey begin!

Required Destinations (Core Program)

Bon Voyage! Let the Journey Begin
NETS-T Standard: I, III
The first step of your voyage begins with obtaining your passport. Participants will use a digital camera/scanner to make their own passport using word processing software. You will need a photograph of yourself (bring one to scan or we can take your picture on the day of this workshop). An overview of the PASSPORT Series will be given. Participants will also be introduced to the ISTE NETS standards and ISBE technology standards for all teachers and discuss the implications for current and future teachers. Location Number: 101

Basic Computer Operations & Terminology & File Management
(option to proficiency out)
NETS-T Standard: I
If you are going to walk the tech walk you need to know how to talk the tech talk. Come and learn about basic computer operations and trouble-shooting procedures. This is the place to start your journey if your computing skills are at the beginner level. Location Number: File Management is an essential computer skill to master. Computer users should always have a recent backup of all data. Come and learn some tips and tricks that may save the day. Are you prepared with a backup of your important files if your computer malfunctions? Location Number: 102

Incorporating Digital Pictures, Sounds, and the Internet into PowerPoint
NETS-T Standard: I, II
After attending this session you will be able to scan photographs, use a digital camera, and add audio to PowerPoint. Effective uses of PowerPoint and pedagogical considerations will also be examined. The images you scan will be incorporated into a PowerPoint Presentation. Bring a few of your own photos to scan. Location Number: 103
Collaborative Digital Video Projects (2 sessions)
NETS Standard II, III, IV, V, VI
Recent advances in digital video technologies now make it possible to produce Hollywood style movies as easy as using a word processor. Participants will learn about digital video technologies as well as some pointers on organizing a digital video project team. These technologies also offer a different means of assessing student knowledge. Location Number 104

Web Course Tools (WebCT) (3 sessions)
NETS-T Standard: II, III, IV, V
Three sessions will introduce the group to WebCT, an online integrated course delivery tool that can be userid and password protected. Participants will be introduced to the online discussion tool and individual accounts will be setup. WebCT also allows students to take quizzes/surveys, deliver content, and track student progress. Participants will be able to use WebCT throughout the TLT PASSPORT program to keep in touch via the TLT learning community. Location Numbers: 105.1, 105.2, 105.3 (Three sessions)

Creating a Web Presence
NETS-T Standard: II, III, V
Having a global audience is easier than you think. Come and learn the basics of HTML and how you can create a “portal” to open new doors to learning. We will also evaluate other websites. Goal: Every CEPS faculty member will have their own web page. Location Number: 106

Collaborative Web Project - Power to the nth degree
NETS-T Standard: II, III, IV, V
Prerequisites - Creating a Web Presence Workshop
Now that you have learned to create your own web pages come and experience the power of distributed learning. A group project (thematic unit) will be chosen and a project leader will be designated. The team will use technology to experience the power of learning to the nth degree! (Minimum 5 participants - 3 meetings, first meeting face-to-face, meetings two and three online) Location Numbers: 107.1, 107.2, 107.3 (Three sessions)

Moving to the right - New Learning Environments
NETS-T Standard: II, III, IV,V
How do you transform your classroom from the traditional learning environment to the new leaning environments that take advantage of the power of technology? Constructivist and engaged learning principles will be explored as well as the Technology as Facilitator of Quality Education model developed by the University of Northern Iowa. Bring your syllabus and share ways to move from a teacher-centered to a learner-centered approach to teaching. Your students will notice the difference! Location Number: 108

Assessment and Evaluation of Technology Enhanced Student Projects
NETS-T Standard: IV, V
How do you evaluate student work that utilizes technology? New technologies allow for outcome-based assessment and the possibilities of online distance education. How can you and your students use technology to meet course objectives? This session will examine alternatives to seat time, tests and quizzes as means of assessment. Rubrics, portfolios, and technology standards will be studied. Location Number: 109
Social, Legal, Ethical, and Human Issues
NETS-T Standard: VI

Technology has solved many problems for society but it has also created new problems. This session will discuss current issues involving technology and society. Some of the issues many issues considered will be, copyright/IPR, Acceptable Use Policies, Digital Divide, Gender, Virus Threats, Hacking, and other current technology related events in the news. Location Number: 110

Additional activities may be added as demand and interests warrants. Offerings will be evaluated and participant suggestions considered for improving future events. Offerings may also be customized to fit the audience provided adequate resources and funding are identified in advance. Alternative means of delivery will also be considered.

We encourage EIU faculty and other P-16 participants to develop cohorts that will allow future collaborative relationships (enabled by technology) to continue after participants have completed the TLT PASSPORT Series core program.

Many other TechShare activities have been planned in addition to the core program above. Professional Development is a journey, not a destination.

For more information please contact Tom Grissom via email at csqtq@eiu.edu

In addition several TLT Brown Bag seminars are offered each semester that allow faculty to share experiences with how they are using technology to improve student learning.

For a schedule of TechShare events please visit:

http://www.eiu.edu/ceps/techshare
Student Technology Proficiency

Vocabulary—continued

HTTP - HyperText Transfer Protocol - this protocol delivers web pages to your computers browser. You may have noticed that URL's typically begin with http://. An example is http://www.eiu.edu

Internet - The global network of networks that uses the TCP/IP protocol to communicate from host to host. Today the Internet has over 200 million users worldwide.

JPG - Joint Photographic Experts Group - image file format that compresses files to make them smaller and is well-suited for displaying photo images on the web.

KB - Kilobyte - a kilobyte is one thousand bytes. In the early days of computing this term was used to describe the capacity of RAM and hard drive capacity.

LAN - Local Area Network - A LAN is a group of two or more computers that are connected together in order to share information, connect to the Internet, or share peripheral devices in a limited geographical area (usually the same building).

Listserv - a type of electronic mailing list that allows users to send to one email address and have it delivered to the email accounts of all users on the listserv. This is an effective way for users with a common interest to communicate.

logoff - the process of disconnecting from a computer resource.

login - the process of connecting to a computer resource that usually involves a userid and password.

MB - Megabyte - A megabyte is one million bytes. The term is used to describe the capacity of RAM and also the capacity of hard drives (although today's hard drives are measured in GB).

MHz - Megahertz - this term is used to describe the "speed" of a computer's CPU and translates to one million cycles per second. Today's CPUs are now measured in Gigahertz. (mega—one million)

modem - a modem (modulator/demodulator) is a device used to connect your computer to a phone line that allows your computer to talk via phone lines to other computers. You will most likely need a modem to connect your home computer to the Internet.

MP3 - sound storage format that has gained popularity on the Internet as a way to share music files.

multimedia - the combination of voice, sound, music, graphics, and motion video that is capable of being seen and heard via a computer.

network - a network is two or more computers connected together to share information and resources.

operating system - the operating system is machine code that serves as an interface between the software and the hardware of the computer. Typical operating systems today include: Windows 95/ Windows 98 / WindNT / Windows 2000 / and Macintosh System 9.

parallel - a parallel cable is typically used to connect a printer to the computer.

PDF - Portable Document Format - a common format used to display electronic documents and was developed by Adobe. PDF documents require the Adobe Acrobat Reader browser plug-in to view.

plug-in - a plug-in is a software program that can be added on to browser software to extend the capabilities of the browser. Common plug-in software for the Internet includes Adobe Acrobat Reader, Flash, Shockwave, Real Player, and Quicktime.

protocol - an agreed upon set of standards that is used to transmit and receive computer data transmissions. A protocol is like a language that is agreed upon so that computers can communicate with each other.

RAM - Random Access Memory - computer memory that is used to temporarily store information. RAM is typically measured in MB and a typical computer today has 128MB of RAM.

scanner - a device that records images into a digital file format such as .jpg. Some scanners have the ability to scan in text and uses OCR (Optical Character Recognition) software to convert the scanned image into a text file.

server - a computer or device that manages network resources. Different types of servers include: file servers, print servers, and web servers. Servers can be used as a central storage place and run programs for other computers (clients).

spreadsheet - a computer application that is largely used to manipulate numbers. Examples of spreadsheet programs include Microsoft Excel and Lotus 1-2-3.

sneakernet - the low tech way of transferring data from one computer to another. Put on your tennis shoes, copy a computer file to a floppy disk, take the diskette to another computer and open the file.

TCP / IP - Transmission Control Protocol / Internet Protocol - the de facto networking standard that is used by all computers connected to the Internet to communicate. Every computer (host) on the Internet has a unique IP number. Example: 139.67.8.3.

upload - the process of transferring computer files from a local computer to a remote computer.

URL - Uniform Resource Locator - is used to describe the location of web pages. An example of a URL is: http://www.eiu.edu/ceps or http://www.yahoo.com

userid / password - used to identify a computer user. When you logon to a resource such as email your userid and password provides a level of security so that no other users have access to your computer accounts. Treat your password like a tooth brush: use it regularly, change it often, and never share it with anyone.

virus - a program that is often destructive and can replicate itself and infect other computers. All computer viruses are created by humans. Some viruses can wipeout entire hard drives. All viruses should be treated as potentially dangerous, even viruses that do little damage can cost companies millions of dollars in lost productivity.

WebCT - an integrated course management software program that is accessed via a web browser. WebCT can deliver content online, has discussion group and chat tools, and has the ability to do online testing that can be automatically graded.

WWW - World Wide Web - term typically used to refer to all of the resources and users on the Internet that use the HTML language to create/view web pages.

zip disk - a portable storage device that typically has the capacity of 100MB, 250MB, or 750MB. Zip disks are used to backup computer data and also to transport data from one computer to another (sneakernet).
PART I—HANDS ON DEMONSTRATION BY STUDENT

Students must bring their EIU Panther Card the day of STP testing for identification.

File Management
• Turn on / off the computer properly
• Create a new folder on the hard drive as directed
• Copy a file from the floppy drive to a specified folder on the hard drive
• Copy a file from the hard drive to the floppy drive or zip disk

Basic Word Processing Activity
• Create a word processing document and save document in a specified folder on the hard drive
• Type and format a document, bold, center, underline, change fonts
• Copy and paste text
• Insert a graphic
• Save document as an older version
• Print a document

Browsing/Searching the Internet
• Go to a website given the URL
• Download a file from the Internet to a specified folder

PART 2—WEBCT QUIZ

Netiquette and Vocabulary

Students must score at least 75% correct on a multiple choice test on netiquette and vocabulary terms and demonstrate proficiency in basic computing skills to pass the Student Technology Proficiency requirement.

Basic Vocabulary Terms

browser - a software program that allows for the viewing of web pages. The two most common browsers today are Netscape Navigator and Microsoft Internet Explorer.
Byte - a unit of computer memory that contains 8 bits. A bit is the smallest unit of digital information and can have a value of either 1 (on) or 0 (off).
CD-ROM - Compact Disc - Read Only Memory - A CD-ROM is typically used to store information and computer programs. Originally used to store digital music, CD-ROMs are now common accessories on a computer purchased today. DVD's are beginning to replace CD-ROM technology. A CD-ROM can hold 640MB of information.

CPU - Central Processing Unit - The CPU executes machine instructions in order to run computer programs. CPU "speed" is typically measured in MHz or GHz. Common manufacturers of CPU's include Intel, AMD, and Motorola. The newest computers today have a processing speed measured in GHz.
database - a software program that organizes information by records and fields that can be sorted and queried. Examples of database programs include Microsoft Access, dBase, and Filemaker Pro.
directory - a directory is a storage location on a hard drive, floppy disk, or other storage medium. Directories are used to organize computer files similar to folders in a filing cabinet. The terms folder and directory can be used interchangeably.
domain name - a domain name is a representation of a computer name that is translated into IP number by a domain name server. Domain names are easier for humans to remember than IP numbers. An example of a domain name is yahoo.com. Domain names are organized by suffixes. Common top level domain name suffixes include: .com - commercial, .edu - education, .gov - government, .net - network service provider, .org - non-profit organization, .mil - military.
download - the process of transferring computer files from a remote computer to a local computer.
DVD - Digital Video Disc - this technology is replacing today's CD-ROM technology. DVD's have greater storage capacity than CD-ROM's and are being used to store digital movies. A DVD disc holds a minimum of 4.7GB of information.
Email - email is the killer application of the Internet. Email allows users to communicate electronically and send messages to each other at light speed. In 1995 the volume of email messages exceeded letters delivered by the US Postal Service.

extensions - file name extensions are used to identify computer files by the type of application. Common extensions include the following: .doc - MS Word document file, .wpd - WordPerfect document file, .gif - graphic image file, .jpg - graphic image file, .pdf - adobe acrobat file, .xls - MS Excel spreadsheet file, .exe - executable program.
floppy disk - a floppy disk is used to store information that can be removed from the computer. Floppy disks are used to backup computer data and also used to transport data from one computer to another (sneakernet). Floppy disk hold 1.44 MB of data.
folder - a folder is a storage location on a hard drive, floppy disk, or other storage medium. Folders are used to organize computer files on a hard drive similar to folders in a filing cabinet. The terms folder and directory can be used interchangeably.
font - a font is a typeface with certain characteristics. Common fonts include Times New Roman, Courier, Arial, and Helvetica.
FTP - File Transfer Protocol - this protocol is used to transfer files from a remote computer to a local computer or vice versa. FTP is used to upload or download web pages to or from a web server.
GB - Gigabyte - A gigabyte is one thousand megabytes or one billion bytes. Gigabytes are typically used to describe the capacity of today's hard drives.
GHz - Gigahertz is now used to describe the speed of a CPU. A gigahertz is one billion cycles per second. A common CPU speed today is 1.8GHz.
GIF - Graphics Interchange Format - this is a file format that is typically used to display drawings and artwork on the web.
hard drive - also known as a hard disk or fixed disk. The hard drive is used for permanent storage of programs and files. Hard drive capacity today is measured in GB.
HTML - Hypertext Markup Language - this is the programming language that is used to create web pages. HTML was developed by Tim Berners-Lee and given away for free in the early 90's.

 extensions - file name extensions are used to identify computer files by the type of application. Common extensions include the following: .doc - MS Word document file, .wpd - WordPerfect document file, .gif - graphic image file, .jpg - graphic image file, .pdf - adobe acrobat file, .xls - MS Excel spreadsheet file, .exe - executable program.

floppy disk - a floppy disk is used to store information that can be removed from the computer. Floppy disks are used to backup computer data and also used to transport data from one computer to another (sneakernet). Floppy disk hold 1.44 MB of data.

folder - a folder is a storage location on a hard drive, floppy disk, or other storage medium. Folders are used to organize computer files on a hard drive similar to folders in a filing cabinet. The terms folder and directory can be used interchangeably.

font - a font is a typeface with certain characteristics. Common fonts include Times New Roman, Courier, Arial, and Helvetica.

FTP - File Transfer Protocol - this protocol is used to transfer files from a remote computer to a local computer or vice versa. FTP is used to upload or download web pages to or from a web server.

GB - Gigabyte - A gigabyte is one thousand megabytes or one billion bytes. Gigabytes are typically used to describe the capacity of today's hard drives.

GHz - Gigahertz is now used to describe the speed of a CPU. A gigahertz is one billion cycles per second. A common CPU speed today is 1.8GHz.

GIF - Graphics Interchange Format - this is a file format that is typically used to display drawings and artwork on the web.

hard drive - also known as a hard disk or fixed disk. The hard drive is used for permanent storage of programs and files. Hard drive capacity today is measured in GB.

HTML - Hypertext Markup Language - this is the programming language that is used to create web pages. HTML was developed by Tim Berners-Lee and given away for free in the early 90's.
ISTE National Education Technology Standards for Teachers (NETS)
Source: International Society for Technology in Education-www.iste.org

I. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:
A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).
B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:
A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
B. apply current research on teaching and learning with technology when planning learning environments and experiences.
C. identify and locate technology resources and evaluate them for accuracy and suitability.
D. plan for the management of technology resources within the context of learning activities.
E. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:
A. facilitate technology-enhanced experiences that address content standards and student technology standards.
B. use technology to support learner-centered strategies that address the diverse needs of students.
C. apply technology to develop students’ higher order skills and creativity.
D. manage student learning activities in a technology-enhanced environment.
IV. ASSESSMENT AND EVALUATION

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Teachers:
A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
C. apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Teachers use technology to enhance their productivity and professional practice. Teachers:
A. use technology resources to engage in ongoing professional development and lifelong learning.
B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
C. apply technology to increase productivity.
D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice. Teachers:
A. model and teach legal and ethical practice related to technology use.
B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
C. identify and use technology resources that affirm diversity.
D. promote safe and healthy use of technology resources.
E. facilitate equitable access to technology resources for all students.
CEPS Techshare
TLT Workshop Descriptions

The College of Education & Professional Studies Teaching Learning and Technology (TLT) workshops offer faculty and staff the opportunity to learn about learning technologies in a hands-on way. All workshops are held in Room 2445, Buzzard Hall unless otherwise noted. Please call (217) 581-3823 to register. (seating limited)

Please see the CEPS Techshare Calendar of Events for dates, times, locations, and registration information at: http://www.eiu.edu/ceps/techshare

New Faculty Technology Orientation
Are you new to EIU? Then stop by for an overview of the many technological resources available to College of Education & Professional Studies faculty members. No registration is necessary just stop by one of the orientation sessions. Welcome to EIU!

How to burn a CD and backup your data
Your data is extremely important for you to get your work done. What if your computer gets a virus? Are you prepared if your computer “died” today? It is not a matter of if your computer will fail someday, but when. This workshop will show you how to “Archive” your data on a CD. We will also discuss strategies for backing up your data on a regular basis and the Boy Scout’s motto: Be Prepared!

Beginning Dreamweaver 4 (Part 1 of 2)
Part 1 will explore the Dreamweaver 4 interface and the basics of getting started using Dreamweaver to create your own web page. We will be discuss the organization of your website and how to define a new website. The objects panel will be introduced and participants will add and format content.

Beginning Dreamweaver 4 (Part 2 of 2)
Part 2 continues the lesson, participants will insert graphic images and learn how to format and align an image so that text can wrap around the image. An introduction to Flash images will also be discussed. Hypertext links will be added and linked to internal files of your site as well as external Universal Resource Locator’s (URL’s).

Beginning Fireworks 4
This workshop gets you started with creating your own graphics for your website. We will discuss the difference between a bitmapped and a vector image and learn the basic drawing tools available in fireworks. Learn the differences between JPG, GIF, and PNG graphic formats. We will also cover the basics of selecting, grouping, and using layers.

Using WebCT Communication Tools In Your Course
This workshop will concentrate on using the bulletin board, chat, whiteboard, and mail components of WebCT. Examples will be given on how to integrate these tools into your coursework. Suggestions for implementing group projects and outside assignments to supplement the learning experience will also be discussed.

Using Dreamweaver to create digital portfolios
This hands-on workshop will demonstrate how to use Dreamweaver and other basic tools available to faculty and students to create their very own personalized digital portfolio. We will cover the basics of scanning documents and converting to Adobe PDF files and how to use Dreamweaver to bring the material all together on one convenient CD.

How to digitize material for classroom use
This workshop will cover the basics of scanning “hardcopy” material. Scanners are a quick and easy way of converting material from the physical form to a digital form that is capable of being displayed to an Internet audience in the millions, not to mention Mom and Dad.

Editing Pictures with Adobe Photoshop Elements (P-16 Workshop)
A picture is said to be worth a thousand words and with today’s computer tools editing pictures has never been easier. Whether you need that special graphic for social studies depicting armies marching across Europe or the science teacher needing to explain the complexities of the universe, Photoshop Elements let you quickly, easily, and affordably produce images that will make your classes come alive. Come and learn more about editing photographs and you will never look at a picture the same away again. Is it real, or is it Photoshop?
Understanding and using Digital Cameras and Editing Digital Pictures
This workshop will focus (no pun intended) on using a digital camera and how to improve the pictures you take and use. We will discuss camera resolution and what you should consider when taking pictures. We will also discuss saving pictures for various uses including the Internet and desktop publishing. Come and learn about Adobe Photoshop Elements to take your pictures to the next level of professionalism.

How to use Adobe Acrobat to create PDF's (Show Me Session-demonstration)
Adobe Acrobat 5 is a program that is widely used on the Internet to display documents without the loss of formatting. The HTML language is not very good at preserving formatting and formatting such as indentations and numbering is often lost when a document is converted to HTML. Adobe PDF files preserve this formatting even when documents are printed. Come and learn about the advantages of PDF files.

How to digitize materials for classroom use (Show Me Session-demonstration)
This session will demonstrate how to use a flatted scanner to scan hard-copy material (paper) into a digital format. We will also discuss what file types should be used for a particular purpose.

Creating Graphics for Instruction (Show Me Session-demonstration)
This Show Me Session will demonstrate how to quickly and easily produce graphics for instructional use. We will use Adobe Photoshop Elements to edit digital photographs and add overlay titles. This is a quick overview to demonstrate some of the possibilities that are available for instructors looking for that perfect graphic to better explain a concept or idea.

Camtasia & Snagit (Show Me Session-demonstration)
Camtasia and Snagit are programs that allow instructors to make "mini-movies" that demonstrate computer software. Information displayed on the computer screen can be recorded like a VCR with Instructor voice-over. The "mini-movie" can later be posted on the web to a streaming server for Internet access. Snagit is used to capture portions of a computer screen that can be pasted into a word document to produce tutorials and other documentation.

Streaming Audio and Video over the Internet (Show Me Session-demonstration)
So now that you have that video clip how can you view it on the Internet? Streaming technology allows you to post a video clip to the Internet that can be viewed by anyone with the appropriate plug-in. The most popular plugins today are Windows Media Player, Real Player, and Quicktime Player. We will demonstrate some examples and discuss uses and limitations to streaming technology.

Using Photoshop Elements for a picture album
Adobe Photoshop Elements 2.0 is an affordable imaging tool for educators. It features many advanced features including layers and is the little brother to Adobe Photoshop. Many times educators have a need to share several photos with others on the Internet. Photoshop Elements makes this task easy. Come and learn more about this useful program.

Digital Video on the PC
Creating digital videos on the PC is easy. This workshop will cover the basics of getting started with digital video. Participants will become the Director and create their own short digital movie complete with titles, narration, and soundtrack. While the technology is easy to master the challenge is getting quality material together to tell your story.

3-2-1 and … Action!

Beginning Flash 5
Flash 5 is a program used to create computer animations capable of being displayed on the Internet. This workshop is an introduction about the capabilities of Flash and the basics of creating a Flash movie.
### General Standards for All Teachers

The competent teacher will have, and continually develop, the knowledge and skills in learning technologies to be able to appropriately and responsibly use tools, resources, processes, and systems to retrieve, assess and evaluate information from various media. The competent teacher will use that knowledge, along with the necessary skills and information, to assist Illinois learners in solving problems, communicating clearly, making informed decisions, and in constructing new knowledge, products, or systems in diverse, engaged learning environments.

### STANDARD 1 - Basic Computer/Technology Operations and Concepts

The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting strategies as needed.

**Knowledge Indicator - The competent teacher:**

1A. understands how to run computer software; access, generate and manipulate data; and publish results.

**Performance Indicators - The competent teacher:**

1B. operates a multi-media computer system with related peripheral devices to successfully install and use a variety of software packages.

1C. uses appropriate terminology related to computers and technology in written and oral communications.

1D. describes and implements basic troubleshooting techniques for multi-media computer systems with related peripheral devices.

1E. uses imaging devices such as scanners, digital cameras, and/or video cameras with computer systems and software.

1F. demonstrates knowledge of uses of computers and technology in education, business and industry, and society.

### STANDARD 2 - Personal and Professional Use of Technology

The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

**Knowledge Indicator - The competent teacher:**

2A. understands how to use technology in communicating, collaborating, conducting research, and solving problems.

**Performance Indicators - The competent teacher:**

2B. identifies computer and other related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator in engaged, collaborative learning environments.

2C. uses computers and other learning technologies to support problem-solving, data collection, information management, communications, presentations, and decision-making.

2D. uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.
2E. uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.

2F. demonstrates awareness of resources for adaptive/assistive devices for students with special needs.

2G. demonstrates knowledge of ethical and legal issues concerning use of computers and technology.

2H. adheres to copyright laws and guidelines in the access and use of information from various technologies.

2I. demonstrates knowledge of broadcast instruction, audio/video conferencing, and other distant learning applications.

2J. ensures policies and practices are in place to provide equal access to media and technology resources for students regardless of race, ethnicity, gender, religion or socio-economic status.

**STANDARD 3 - Application of Technology in Instruction**

The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

**Knowledge Indicator - The competent teacher:**

3A. understands how to apply learning technologies that support instruction in his or her grade level and subject areas.

**Performance Indicators - The competent teacher:**

3B. explores, evaluates, and uses computer/technology resources, including applications, tools, educational software, and associated documentation.

3C. describes current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.

3D. designs, implements, and assesses student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.

3E. practices socially responsible, ethical, and legal use of technology, information, and software resources.

3F. designs student learning activities that foster equitable, ethical, and legal use of technology by students.

**STANDARD 4 - Social, Ethical, and Human Issues**

The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.

**Knowledge Indicator - The competent teacher:**

4A. understands the social, ethical, and human issues related to computing and technology.

**Performance Indicators - The competent teacher:**

4B. describes the historical development and important trends affecting the evolution of technology and its probable future roles in society.
4C. describes strategies for facilitating consideration of ethical, legal, and human issues involving school purchasing and policy decisions.

**STANDARD 5 - Productivity Tools**
The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

**Knowledge Indicator - The competent teacher:**

5A. knows advanced features of technology-based productivity tools.

**Performance Indicators - The competent teacher:**

5B. uses advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products.

5C. uses spreadsheets for analyzing, organizing, and displaying numeric data graphically.

5D. designs and manipulates databases and generates customized reports.

5E. uses teacher utility and classroom management tools to design solutions for a specific purpose.

5F. identifies, selects, and integrates video and digital images in varying formats for use in presentations, publications, and/or other products.

5G. applies specific-purpose electronic devices (such as a graphing calculator, language translator, scientific probeware, or electronic thesaurus) in appropriate content areas.

5H. uses features of applications that integrate word processing, database, spreadsheet, communication, and other tools.

**STANDARD 6 - Telecommunications and Information Access**
The competent teacher will use telecommunications and information-access resources to support instruction.

**Knowledge Indicator - The competent teacher**

6A. knows how to access telecommunications resources to support instruction.

**Performance Indicators - The competent teacher:**

6B. accesses and uses telecommunications tools and resources for information-sharing, remote information access and retrieval, and multi-media/hypermedia publishing.

6C. uses electronic mail and web browser applications for communications and for research to support instruction.

6D. uses automated, on-line search tools and intelligent agents to identify and index desired information resources.

**STANDARD 7 - Research, Problem Solving, and Product Development**
The competent teacher will use computers and other technologies in research, problem solving, and product development. The
competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.

Knowledge Indicator - The competent teacher:

7A. understands how to use computers and other technologies in research, problem solving, and product development.

Performance Indicators - The competent teacher:

7B. identifies basic principles of instructional design associated with the development of multimedia and hypermedia learning materials.

7C. develops simple hypermedia and multimedia products that apply basic instructional design principles.

7D. selects appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.

7E. identifies examples of emerging programming, authoring, or problem solving environments.

7F. collaborates with on-line workgroups to build bodies of knowledge around specific topics.

7G. uses a computer projection device to support and deliver oral presentations.

7H. designs and publishes simple on-line documents that present information and include links to critical resources.

7I. develops instructional units that involve compiling, organizing, analyzing, and synthesizing of information, and uses technology to support these processes.

7J. conducts research and evaluates on-line sources of information that support and enhance the curriculum.

7K. makes use of development readings and other resource materials from professional and trade organizations to improve teaching and learning.

7L. participates in courses and other professional development activities to enhance teaching and learning.

STANDARD 8 - Information Literacy Skills
The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning.

Knowledge Indicator - The competent teacher:

8A. understands how to access, evaluate, and use information to improve teaching and learning.

Performance Indicators - The competent teacher:

8B. models evaluation and use of information to solve problems and make decisions.

8C. expects students to intellectually access, evaluate, and use information to solve problems and make decisions in all subject areas.

8D. structures instruction and designs learning tasks and assignments to reflect higher-level thinking skills.

8E. structures and/or facilitates cooperative learning groups as part of students’ tasks and assignments.
Information Technology Services provides computing facilities and services for the legitimate instructional, research, and administrative computing needs of the university. Proper use of those facilities and services supports the legitimate computing activities of EIU students, faculty and staff. Proper use respects intellectual property rights.

Legitimate instructional computing is work done by an officially registered student, faculty, or staff member in direct or indirect support of a recognized course of study. Legitimate research computing is work approved by an authorized official of a university department. Legitimate administrative computing is work performed to carry out official university business.

Intellectual property rights begin with respect for intellectual labor and creativity. They include the right to acknowledgment, the right to privacy, and the right to determine the form, manner and terms of publication and distribution.

Proper computing use follows the same standards of common sense and courtesy that govern use of other public facilities. Improper use violates those standards by preventing others from accessing public facilities or by violating their intellectual property rights. Therefore, the basic policy of the university on proper use is:

- Any use of Information Technology Services facilities or services that violates any university policy, any local, state or federal law, or which is obscene or defamatory is improper.
- Any use resulting in commercial gain or private profit (other than allowable under university intellectual property policies) is improper.

The following sections describe some known instances of improper use. They do not constitute a complete list. When new occasions of improper use arise, they will be judged and regulated by the basic policy stated above.

DISRUPTIVE CONDUCT
Avoid behavior at any computing facility that would interfere with another person’s legitimate use of the facility. This includes noisy and over-exuberant conduct.

DAMAGE
Avoid actions that would damage Information Technology Services facilities, hardware software, or files.

ACCESS TO FILES
Avoid reading or using others’ files without their permission. Proper usage standards require everyone to take prudent and reasonable steps to limit access to their files and accounts.

FRAUD AND FORGERY
Avoid sending any form of electronic communication that bears a fraudulent origin or identification. This includes the forging of another’s identity on electronic mail or news postings.
COPYRIGHT
Refer to Eastern Illinois University Regulation 16a and applicable sections of the Federal Copyright Act, including fair use provisions I Section 107 of H.R. 2223, to avoid violating the copyright law as you contemplate copying software, digital images, and other electronic media. You should also review the report of the Information Infrastructure Task Force (IITF) for concerns about digital images and educational multimedia.

HARASSMENT
Avoid using the university computing facilities to harass anyone. This includes the use of insulting, obscene or suggestive electronic mail or news, tampering with others’ files, and invasive access to others’ equipment.

NETWORKS
Avoid using local, national and international networks for things that are not legitimate instructional or research activities of the university. This includes, but is not limited to articles for commercial gain posted on electronic news networks and repeated attempts to access restricted resources.

UNAUTHORIZED USE OF ACCOUNTS
Avoid accessing an account not specifically authorized to you, whether it is on an Information Technology Services system or one at another place. Avoid using an account for a purpose not authorized when the account was established, including personal and commercial use.

Don’t engage in computing activities that are designed to invade the security of accounts. Attempts to decipher passwords, to discover unprotected files, or to decode encrypted files are examples.

Proper usage standards require that everyone take prudent and reasonable steps to prevent unauthorized access.

UNAUTHORIZED USE OF SOFTWARE
Do not make unauthorized copies of licensed or copyrighted software. Do not make copyrighted or licensed material accessible from a Web page without the specific written permission of the copyright owner.

Avoid actions that are in violation of the terms or restrictions on the use of software defined in official agreements between the university and other parties.

Examples include: the copying of software from personal computers unless it is clearly and specifically identified as public domain software or shareware that may be freely redistributed; and the copying of restricted Unix source code. Read the policy topic “Rules for Access to UNIX Source Code” for more information on Unix license restrictions.

WWW SPECIFIC CLAUSES
General policies for computer use apply to those who develop or are responsible for the development of web pages on our World Wide Web server. However, the ability to publish electronically creates some unique opportunities and concerns. Style issues are covered within the EIU Publications Policy at http://139.67.11.100/PUBSMANUAL/pubman.html.

The following four web-specific clauses are necessary.

1. Privacy
   People have a right to privacy. Employees acting within the scope of their employment may not place any item(s) (regardless of whether the person can be identified) such as, but not limited to, pictures, videos, audio-clips, or information about an individual(s) without the express written permission of the individual(s). The exception is those items that are determined to be necessary for university administrative functions.

2. Fair Warning
   Users of the EIU WWW must realize material put on the WWW is available to a
wide audience, often beyond that originally intended for the material. There must be a recognition that, in different contexts, material may be construed in a manner different from that of the original intention of the author(s). Therefore, at the request of the appropriate university official(s), an information provider will provide a warning page at one level before any WWW page(s). This will be a standard page expressing that the content below may not be suitable for all audiences. WWW users, particularly minors, have a right to a “fair warning.”

3. Use of University Name, Seal, and Logo
Use of the university name, seal, and logo is not permitted except as allowed and/or required by university policy and regulations.

4. Personal Home Pages and WWW Servers
EIU provides Internet/WWW access and resources for conduct of university functions. Personal use, e.g. development and posting of personal home pages and WWW servers, is permitted insofar as such activity does not disrupt, due to time, place, or manner, the conduct of university functions and as long as it is in compliance with the remainder of this and other university policies. The official EIU home page will not link directly to personal pages.

ENFORCEMENT
When instances of improper use come to its attention, Information Technology Services will investigate them. During those investigations Information Technology Services reserves the right to access private information, including the contents of files and mailboxes, while making every effort to maintain privacy. Investigations that discover improper use may cause Information Technology Services to:

- Limit the access of those found using facilities or services improperly;
- Refer flagrant abuses to deans, department heads, the responsible vice president, the university police, or other authorities for appropriate action;
- Disclose private information to other university authorities.

Users who violate this policy may have their computing privileges terminated and may be subject to disciplinary action by the university in accordance with appropriate policies or judicial affairs procedures.

RULES FOR ACCESS TO UNIX SOURCE CODE AND LICENSED SOFTWARE
One of the big factors in the increasing popularity of the UNIX operating system at EIU is how easily UNIX source code applications can be moved among different variations of the UNIX system. This process, commonly called porting, often requires nothing more than copying and compiling an application to move it from one UNIX platform to another. The porting process is so simple that it is easy to lose sight of the ownership of individual programs and the license agreement restrictions on their source code.

1. License Agreements
Source code for computer programs is usually owned by the organization that developed the programs. Since many of these organizations have an economic stake in their developmental investment, they don’t just give it away. At a minimum, they usually declare their copyright on the programs. But legally, a more powerful means exists: a license agreement.

Software license agreements are contracts in which the seller agrees to provide the program, and perhaps its source code, provided that the buyer agrees to abide by the rules of the license. Most workstation-based software that is issued with the installation of a UCAN workstation is licensed software. NCSA Telnet and Kermit packages are noted exceptions. Sellers can specify just about any rules they desire so long as the buyer agrees to those rules. And just to make life interesting, every seller of computer software seems to have its own special rules to follow. Licensed software
must not be duplicated, distributed, modified, or used without authorization.

Some programs are distributed in source form without a license agreement. They may be totally unrestricted (called "public domain") or the owner may retain the copyright but allow free distribution. A lot of useful software designed to run on UNIX systems is distributed this way. As a user of one of EIU’s systems, you may find source code to such programs in various system directories.

2. Source Code at EIU

Whenever possible, most UNIX system administrators at EIU strive to obtain the source code for programs because it makes it easier to maintain systems and quickly fix problems. In order to obtain source code for commercial software systems, it is necessary to negotiate the "Terms and Conditions" of the software license agreement with each software vendor. Some of those agreements permit anyone at EIU to have access to the source code while others stipulate restrictions. Therefore, you may find that you have access to source code that is restricted by a license agreement. Just because you have access does not mean you have the right to port a program to another system.

When it comes to the UNIX operating system and its associated utilities and libraries, EIU adheres to license agreements with IBM, Sun Microsystems, the University of California at Berkeley, and other vendors that redistribute UNIX. These license agreements specify the rules under which we may have access to the source code in the first place.

If you have a UNIX system of any kind and want to obtain source access, please follow these rules:

- Check with the source-code vendor to determine if an additional vendor license is required. Follow the vendor’s restrictions on redistributing the vendor’s source code.
- Source code access for most Sun UNIX systems is provided under agreements between EIU and the Sun Corporation.
- When in doubt, do not assume you have the right to copy sources from another UNIX system to your own; contact the SUN license administrator at EIU or the administrator of the system from which you wish to copy the sources before doing so.

WASTE
Avoid any wasteful use of Information Technology Services facilities. This includes squandering expendable resources, processor cycles, disk space, or network bandwidth. Use expendable resources such as paper prudently, and recycle them if possible. Use a system whose capacity is appropriate to the size of the computing task.

REQUESTS FOR SERVICES
Information Technology Services is the central coordinating department for computerized instruction, research, and administrative functions of the university. If a change in or addition to programming or networking services is desired, a request must be submitted, in writing, to the Associate Vice President for Information Technology Services. The request shall state in detail the change in service desired and shall be signed by the Fiscal Agent of the requesting unit. User Services support requests should be brought to the attention of the Director of User Services, or if clarification is needed, the request should be discussed with a member of the staff within the User Services Division of Information Technology Services.

Information Technology Services staff shall not be responsible for initiating changes in administrative mainframe applications; however, they do maintain the right to make suggestions. Applications shall be revised when systems software requires it or when hardware that is necessary for processing reaches obsolescence.

ACQUISITION OF COMMODITIES
The Information Technology Services operations manager maintains the inventory of supplies necessary
for central data processing system operation. The acquisition of microcomputer supplies is the responsibility of the owning department. Forms that are currently not on inventory must be acquired by the requesting department. However, the acquisition of new forms to be printed by mainframe connected printers must be coordinated through the Associate Vice President of Information Technology Services or the Assistant Director for Operations.

MICROCOMPUTER AND NETWORK SERVICES

Information Technology Services shall provide the following services:

1. Maintenance

Services provided by Information Technology Services staff shall include the repair of microcomputers that are currently approved for maintenance support and consultation on microcomputer and software purchases. Replacement parts are a part of this service fee; however, if, in the judgment of the Information Technology Services staff, the microcomputer is beyond repair, the using department shall be responsible for funding any replacement. A maintenance service fee shall be charged for each IBM PC/XT/AT, Zenith, Swan, Apple, or other covered microcomputer that was purchased from an account other than an appropriated account and that is on inventory.

2. Network Support Services -- Uniform Campus-wide Area Network (UCAN)

Information Technology Services staff shall provide for the installation of network hardware and software components and shall service the communications components that are installed by them. The UCAN circuit boards and the electronic equipment within wiring closets is to be maintained and modified by Information Technology Services staff only. UCAN software components should all be treated as licensed software by end users.

PRINTERS, PLOTTERS AND MODEMS

Information Technology Services staff shall provide advice and minor repairs for printers, plotters and modems; however, the using department is responsible for major repairs and replacements. Examples of minor repairs would include cleaning, simple mechanical adjustment, and the replacement of a print head that is furnished by the using department.

MAINFRAME, UCAN NETWORK SERVER, AND WORK-STATION FILE SECURITY

Information Technology Services acts as the custodian of all university data bases or data processing files, but it is not the owner of these files. Individual users should take reasonable precautions regarding the physical security of their equipment and should change their passwords frequently. The system administrator for servers other than the mainframe will provide mechanisms for backup and password controls. However, the management, security, and backup of files stored on servers other than the campus mainframe are the responsibility of the individual user. You are best able to assess the level of privacy and security of the data and text files that you create.