FY04 Technology Fee Proposal

Submitting Organization: College of Education  
Major Unit: Instructional Technology  
Department: Middle, Secondary and Instructional Technology

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1. Project Short Title:

| MSIT Instructional Resource Server |

2. Total Requested:

| Fiscal Year 2004 | $5,966 |

3. Executive Summary:

<table>
<thead>
<tr>
<th>Project Description (three or four sentences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This project proposes to fund a server for the storage of electronic portfolios, multi-media and web-based projects as well as digital historical instructional resources. Students at all degree levels in the middle, secondary and instructional technology programs will use the server to maintain a variety of digital and web-based products associated with their respective majors. At the present time, students have limited server space allocated by the University. The purchase of this server will allow students to archive projects for a more extended period of time and the department will have extended access to these artifacts to be used as evidence of student progress during program evaluations.</td>
</tr>
</tbody>
</table>

4. Record the review numbers assigned by UCCS and Facilities. Their assessments must be included in Sections 15 and 16.

| UCCS: 14154-03 |
| Facilities: 03-094 |
5. Relevance to Regents Guidelines

This mini-lab will support the following Regents Technology Fee Guidelines:

[1] Technology fee revenues should be used primarily for the direct benefit of students to assist them in meeting the educational objectives of their academic programs. The primary use of the server will be to assist students in meeting the educational objectives of the middle, secondary and instructional technology programs. Pre-service teacher candidates in 8 teacher-education programs (4 at the middle grades level and 4 at the secondary level) are required to create teaching portfolios. These portfolios are transitioning from paper-based to web-based products. Appropriate server storage is needed. Students in the master’s program in Instructional Technology are also required to create a professional electronic portfolio as an exit requirement. Students in all 3 program units (middle, secondary and instructional technology) at the M.S., M.Ed., Ed.S. and Ph.D. levels have course requirements which promote the integration of technology. The server will allow them additional space to archive their projects.

[3] Technology fee revenues should be used for hardware and Network related expenditures that include support of general purpose or special purpose laboratories used by students for body productivity and more discipline related activities. This project would allow students store digitally created projects for the purpose of discipline-related activities. Students would use the server to store web-based instructional resources such as digital-histories of the Atlanta area at off-campus sites and electronic portfolios. Currently students in MIST do not have enough server space (H: drive) to archive all of the projects they are required to create.

6. Relevance to Strategic Plan(s)

This proposed project supports the strategic plans of Georgia State University, the College of Education and the department of MSIT. Student use of technology for academic purposes is aligned with the university’s plan to support:

1. creation of a learning-centered academic culture that provides educational opportunities for qualified students, traditional as well as non-traditional
   - The addition of a server will provide MSIT students with access to the latest technology for teaching and research.
2. delivery of undergraduate instruction and pedagogy of high quality, conducted by senior as well as junior faculty;
   - The addition of a server will enable faculty who teach undergraduate teacher-preparation classes on the department floor to require student-produced technology products thus fostering the integration of technology into the faculty’s courses. Students will have localized access to discipline-specific software and robust technology to support curriculum objectives.
3. selection, design, and implementation of high quality graduate programs and activities that contribute substantially to the intellectual and creative activities of the University;
   - The purchase of a server will promote the intellectual and creative activities of the graduate students as they will have archival space. It will enhance our graduate programs in that faculty who teach graduate classes on the department floor will be able to require student-produced technology products thus fostering the integration of technology into the faculty’s courses. Students will have localized access to discipline-specific technology and robust technology to support curriculum objectives.

The purchase of hardware and software to update the computer mini-lab supports the college’s mission:

4. to provide leadership and scholarship for the betterment of education and human
development.

- All of the faculty led projects that would be associated with the server purchase would be research driven. The addition of a server would enable faculty to further their research in general areas such as developing on-line communities, promoting digital literacy, fostering inquiry in the areas of math and science as well as the integration of technology into instruction and specific emerging areas such as digital history. Although these research agendas have been developed and are underway, the existing departmental technological infrastructure cannot support extending the scholarship and moving faculty into leadership position within their respective fields. Using these computer resources, students from the MSIT department will have opportunities to develop as leaders and scholars in their fields of study as they develop technology skills and engage in research.

It also supports the mission of the MSIT department:

5. To provide the atmosphere and the instruction to enable prospective and practicing educators to develop the knowledge, skills, and attitudes needed for effective work in the wide-range of educational environments they represent.

- The server provided by this grant will allow students in the department of MSIT, as well as others, to practice the use and development of the technological tools for learning and instruction necessary for functioning in modern schools and businesses. These students will learn the methods and approaches for integrating the latest instructional technologies in their classrooms across disciplines.

7. Impact on Students Served

Each semester there are approximately 700+ students enrolled throughout the MSIT programs. Students at all degree levels in the middle, secondary and instructional technology programs will be served by this project. The server space will be accessible to students at any time once the department provides access.

8. Justification of Funding Requirements for Fiscal Year 2004

Provide a specific description of the funding requirements for FY2004 in the Microsoft Excel spreadsheet below. Itemize and total the following categories of expense. If necessary, add lines to the table below corresponding to accounting objects of expense. Please note that any equipment items less than $4,999 should be categorized as “supplies.”

<table>
<thead>
<tr>
<th>Object of Expense</th>
<th>Itemized Descriptions</th>
<th>Quantity</th>
<th>Per unit price</th>
<th>Extended Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment (Note: Use standard dollar amounts and replacement thresholds from sections 10/11, or provide explanation in sections 10/11.)</td>
<td>Dell PowerEdge 2650 Server</td>
<td>1</td>
<td>$5,811.00</td>
<td>$5,811.00</td>
</tr>
<tr>
<td>Software</td>
<td>Backup Exec Remote Agent for Netware</td>
<td>1</td>
<td>$155.00</td>
<td>$155.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td><strong>$5,966.00</strong></td>
</tr>
</tbody>
</table>

9. Consequences of Partial Funding
State what the consequences would be on the effectiveness and viability of the proposal if it were only funded in FY 2004 at the following percentages of the requested total:

**Only 75% funded:** The proposed project would not be viable. We would not be able to purchase the server.

**Only 50% funded:** The project would not be viable without full funding.

10. Standard Dollar Amounts

In constructing the budgetary requests in Sections 8 and 9 above, computer workstations should be budgeted at the following levels:

- Windows/Intel processors workstation, including monitor: $1,600
- Apple Macintosh models: $3,000

Requests departing from the above standard amounts require documentation of the specific programmatic need that requires departure from this standard. (See Attachment 2: Standard Windows/Intel instructional workstation.) Please explain any requested departures below:

11. Standard Replacement Thresholds

The equipment being replaced (9 PC Computers) is obsolete by standard replacement thresholds according to letter a) below. In addition, many of the replacement desktops are past their warranty dates. They are all below the University standard of obsolescence being 466 MHz.

a) **If the equipment to be replaced is less than 500 Mhz processor speed, this equipment is considered obsolete due to a university-wide standard. This standard of minimum performance has been set based on requirements for operating the current operating systems and office suites. The proposal submitter must state that the university minimum performance criteria are being used.**

12. Prerequisite, Non-Technology Fee Funding

Non-applicable.

13. Matching Funds

At this time, there are currently no funds available for the project.

14. Staffing and Other Support Availability

The Instructional Technology Center’s network manager, Reginald Brewer, will assist in the installation and maintenance of the server. His supervisor is Dr. Steve Harmon, Director of Instructional Technology.

15. Space Availability and Impact on Facilities

The space needed to accommodate this project is room COE 200. This location currently houses servers for the ITC in the College of Education.

17. Post-Project Assessment Criteria

By the end of the first year we will have

- used the server in all 3 program areas in the College of Education Department of Middle and Secondary Education and Instructional Technology;
- created a web-based tutorial for guiding students through the initial steps for using web site development software;
- developed and published original digital historical instructional materials;
- ePortfolios produced by pre-service teacher candidates for middle and secondary education as well as master’s level students in instructional technology; pre-service education students will be assessed based on INTASC and ISTE standards while master’s level I.T. students will be assessed according to AECT graduate program standards;
- students in graduate teacher education programs will be assessed through their course assignments and departmental evaluation according to the NCATE standards.